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Cafeteria Planning

16 Page Portfolio

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JUNE 1947



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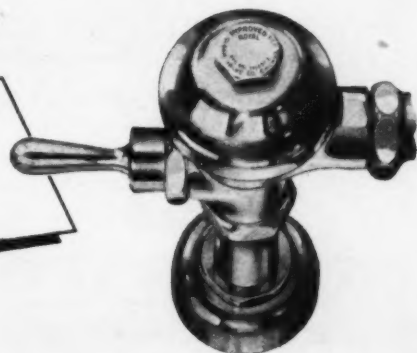
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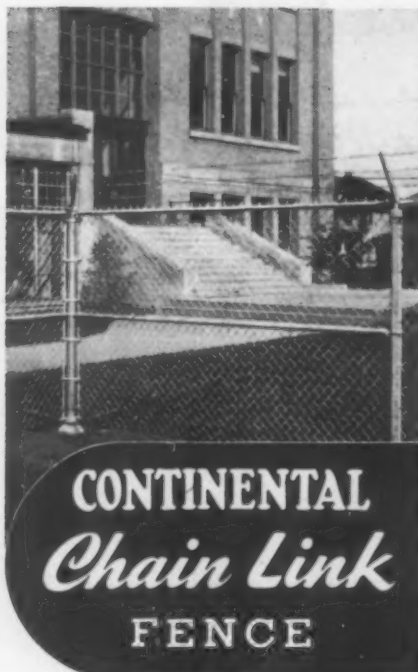
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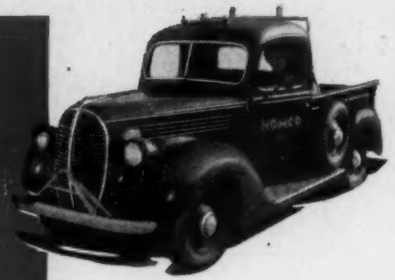
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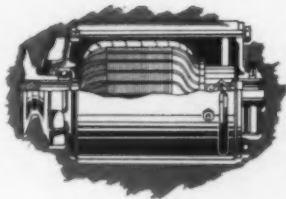
"That's why we operate 207 of them!"—says C. R. Littlepage, Supt. of Transportation, Houston Oil Field Material Co., Houston, Texas.



Two 1939 Ford Trucks owned by HOMCO that prove the point: (Above) Driver Joe Zachary and Pickup, mileage 207,316; (Below) Driver H. O. Carpenter and Pickup, mileage 228,398. Supt. Littlepage adds: "Our Ford Trucks deliver trouble-free miles at minimum cost!"



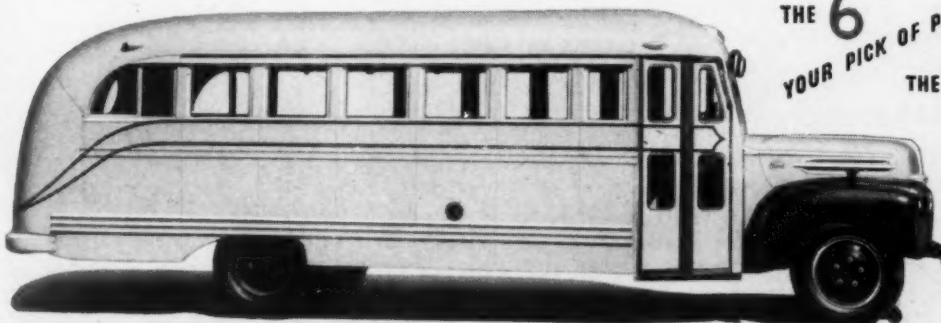
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THE ROVING REPORTER

Teaches Spanish via Airwaves

The San Diego schools have embarked on a new radio project. For fifteen minutes daily, Monday through Friday, at 5 p.m. over station KYOR a program entitled "Invitation to Spanish" is being broadcast which is unique in local broadcasting annals in that it is San Diego's first regularly scheduled local radio program devoted to teaching via the airwaves.

The program employs a story technique, involving the adventures of a family, the Marlows, in learning to speak Spanish. Mrs. Margit W. MacRae, coordinator of Spanish education in the city elementary schools, takes the part of Mrs. Marlow, wife and mother, who is teaching the members of her family to speak the language. The family, in this case, is Mrs. MacRae's own.

Latin a Live Subject

Latin is not a dead language at Waller High School in Chicago where pupils and teachers recently observed Latin Week. It was sponsored and arranged by the school's Latin club. The observance took the form of a series of exhibits on display throughout the week. These showed various aspects of Roman life and culture and included pictures of costumes, photographs of buildings and historic places, pictures of gods and mythological characters and posters depicting the Roman way of life.

Hi, Fellers! Free Movies!

Funny what a little incentive, of the right kind, will do to make work enjoyable. Boys and girls at Chicago's Kelvyn Park High School showed remarkable zeal in picking up papers and trash around their school premises during the spring clean-up campaign this year, and it was all because somewhere, scattered among the rubbish, were two crumpled slips of paper, each properly certificated, good for two admissions to the neighborhood movie theater.

It was the idea of the faculty sponsor of the clean-up campaign, Glen Cady, who introduced a little psychology into planning this job that "looked like work" for the boys and girls, thereby

turning it into a treasure hunt, of sorts. The pupils pounced eagerly upon every stray piece of paper they saw.

"Naturally," said Mr. Cady, "the prize scraps were not placed until the afternoon." The lucky winners, a boy and a girl, were named Cleanup King and Queen and were decorated with paper sashes worn across their chests. Both had found the winning scraps within twenty minutes after they had been "planted."

Describes School Directors' Job

How much does a new school director know about his job, his responsibilities, his authority, the school code and so on? The school authorities of Bucks County, Pennsylvania, have tried to envision all the things a new director might not know and to ask all the questions he might have and have put them all down in a pocket-sized folder for ready reference.

It's a good way of educating new school directors and forestalling the confusion arising from lack of information as to what is expected of them, how far they can go and by what authority they can act. Charles H. Boehm is county superintendent.

Citizens Study School Needs

The public school authorities of Battle Creek, Mich., have enlisted the aid of a group of citizens, made up of 33 professional, business and lay civic leaders forming an educational planning committee, to make a thorough study of the schools and present recommendations for their improvement.

Four subcommittees have been appointed, one each to investigate specifically the situation in secondary schools, elementary schools, special services and school grounds. The first two committees have made a tour of secondary and elementary school buildings, noting carefully the lighting, seating, ventilation, sanitation and the general physical condition of the structures. The special services committee has visited the farm, the museum, the camp and the library and has noted conditions that need changing. The school grounds committee has inspected all of the playgrounds. Each committee has drawn up a report for submission to a steering committee appointed to study the vari-

ous needs, classify them and estimate the costs involved in taking care of them.

After two meetings the steering committee has classified the needs as: (1) urgent needs to be taken care of within two years, (2) needs to be met within five years and (3) needs that require long term planning.

Architects, contractors, realtors and others are making estimates as to the probable costs of the betterment program. These will be submitted by the steering committee to the larger committee. Final recommendations will then be placed before the board of education for approval.

How to Read Newspapers

High school pupils should be given some standards for evaluating the accuracy of the news they read in the newspapers, says the official publication of the Cincinnati public schools, *Better Teaching*.

A few suggestions which will help them become intelligent, discriminating readers are as follows.

Know the affiliation of the newspaper.

Read several newspapers of varying policies. Compare their treatment of the same news.

Note the source of the news and the date line.

Watch for "it is reported" or "an official source reports." These words usually mean that the paper is not certain of the facts presented.

Check the startling or unusual headline. Read the complete article; the headline may be misleading.

Consider the purpose and the social, political and financial background of a person or organization issuing a statement for publication.

Weigh specific evidence or example supporting a statement. If there is none, the statement may be opinion, not fact.

Watch for the possible influence of advertisers upon the news. Is there any evidence that certain stories are included, omitted or handled to please advertisers?

Be alert to the possibility that pictures can be faked through trick photography. Note the growing and effective use of pictures.

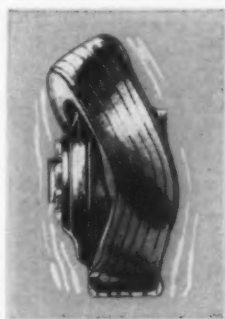


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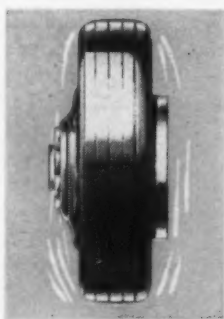
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QUESTIONS *and* ANSWERS

Keeping Children in School

Question: What is the best method of handling delinquent children in the grades, that is, keeping them in school?—J.A.A., Tex.

ANSWER: The obvious way to deal with delinquent children is to remove the causes of their delinquency. It is evident that delinquent children are the products of delinquent environments. Just so long as the school limits its concern to teaching the three R's and ignores the conditions that cause children to be insecure, afraid and rebellious, delinquency will continue to exist. It is true that the schools cannot solve the problem alone but they do have the responsibility to furnish the kind of leadership that will engage the entire community in solving the problem.—PAUL J. MISNER.

Length of Day for Teachers

Question: What is the general practice regarding the length of the school day for teachers? If pupils are dismissed at 3:30, do most school systems require teachers to remain until 4 p.m.?—R.B.W., Ind.

ANSWER: Only a widespread questionnaire could answer this question satisfactorily. My general impression is that most school systems request teachers to be in their rooms fifteen minutes before school begins and fifteen minutes after but that they are not insistent on the letter of the rule because they prefer to have teachers meet their obligations on a professional basis. Instead of a clock punching group which stays an exact number of minutes, whether its presence is necessary or not, most administrators prefer to have teachers who will stay the necessary extra hour or two hours when there is real occasion either to help children or to participate in productive committee work.—JAMES M. SPINNING.

Has Board Right of Transfer?

Question: Has a board of education the right to transfer a child enrolled in the public schools to special classes or special schools "without the consent of the parents"?—T.E.W., N. J.

ANSWER: When segregated special schools for children of low aptitude along academic lines are maintained, it is common sense to talk the matter over with the parent before the transfer is made. The parent legally has a partnership in the school and this partnership works out more intelligently through

cooperative procedure than through bureaucratic methods. If the parent understands and approves, you have no problem. There should be a minimum of "telling the parent" in public schools.

The better administrative practice is to provide for typical children within special rooms of the same building, thus avoiding the social difficulties that both parent and child must face under conditions of segregation that tend to call for explanations.—A. B. M.

Should Laundries Compete?

Question: Should a school operate a laundry for pupil needs when it might be construed as competition with local commercial laundries?—E.B.F., Ky.

ANSWER: It is my contention that practically all educational institutions with enough linen of their own to warrant installation of a laundry can, with a minimum of investment and effort, supply a service for all laundry needs. Where commercial laundries are doing a satisfactory job with good service and quality, however, I would not recommend entering the commercial field. This is especially true of state schools.

Private or semiprivate boarding schools, as well as institutions somewhat removed from the center of laundry service, should look into the possibility of doing all of their available laundry work.—GERALD J. HOAR.

Speeding Up Cafeteria Line

Question: Please suggest ways of speeding up a cafeteria line.—J.K.R., Ohio.

ANSWER: Many factors affect the speed of the cafeteria line and some of the ways to increase it follow.

1. Limitation of choice in the menu.
2. The training of employees in methods of serving, size or portions, and in assisting customers in selection. We find that our patrons will stand and look at the menu board until questioned—graciously we hope—by the person serving the entrees as to whether they would like such and such an item.
3. Convenient arrangement of dishes and serving equipment.
4. Prompt delivery of food to counter so that no holdup in the lines results from failure to have food available.
5. Posting of menus at several points along the line. Many persons find that the placing of a card showing the price of each item at the end of the container

facing the customer speeds the choice.

6. Good placing of items on the counter for the speed of service. For example, relishes and sauces to be served with a particular item should be placed by it. We also place in the same pan items which are to be served together so that the server serves from one pan without moving to another. We also happen to have in the steam table one or two openings that we now use for spares of the items we know are most popular.

7. The service of combination meals greatly speeds the line. In the summer we use one line for combination cold plates of one sort or another, such as sandwiches, salad and soup. The other line is used for those who wish to select hot food as a main dish. In the winter we do a similar type of thing in the Horace Mann cafeteria where we serve table d'hôte lunches only, offering a choice of three or four at a set price.—MARY DeGARMO BRYAN.

Fireproofing Buildings

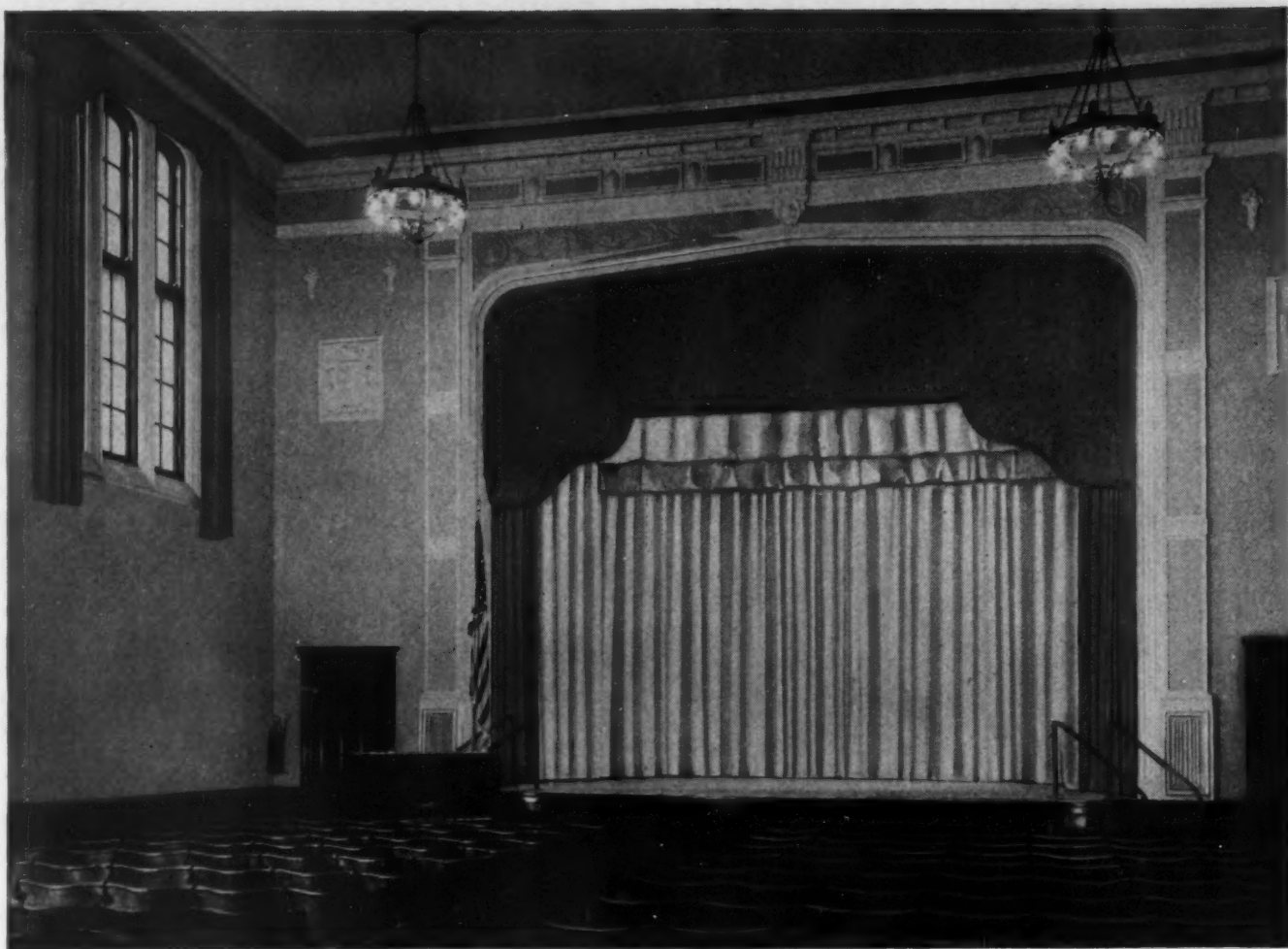
Question: Could you suggest an inexpensive way of fireproofing buildings which were not built originally of fireproof materials?—B.F., Mich.

ANSWER: The use of the word "fireproof" in the question suggests that the reader is unfamiliar with the fact that there are few so-called "fireproof" buildings even though they may be built of fire resistive materials. This is because of the fact that buildings of superior fire resistive construction are oftentimes filled with combustible furnishings or materials which, when ignited, could cause loss of life and severe damage to the structure. We know of no inexpensive method of substituting fire resistive structural materials for combustible materials. There are, however, many ways known to fire prevention and protection engineers to compensate for the hazards of inherent combustibility of structures.

It is obvious that the best answer to the question would be something like this: "You wouldn't go to a veterinary for appendicitis; therefore, find the best qualified fire prevention and protection engineer you can; let him study the problem and then follow his advice."

In order of relative effectiveness combustible buildings may be protected by:

1. A standard automatic sprinkler system installed throughout the structure
- (Continued on Page 8.)



3-WAY PROTECTION with fabrics that *CANNOT BURN*

Too many tragedies have resulted from flameproofed organic fabrics that could, and did, burn. For the efficiency of flameproofing depends entirely upon the type of chemical used, and the length of time since the last treatment. Moreover, lethal gases are generated when such fabrics are exposed to flame, causing additional deaths from asphyxiation.

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in accordance with the standards recommended by the National Fire Protection Association and with the rules and regulations of public or insurance inspection authorities having jurisdiction. It is also important to the owner that the sprinkler system is automatically supervised to ensure its operation at all times.

2. Automatic fire detection and alarm equipment can be successfully used to compensate for structural deficiencies if the structure and occupancy are not so inherently hazardous that fire fighting forces cannot reach the structure in sufficient time, however short it may be, to extinguish the fire in its incipient stage.

3. In the absence of automatic sprinkler protection or fire alarm protection, combustible structures can be additionally safeguarded by structural changes designed to reduce the amount of the combustible material subject to loss from a fire of single origin.

For example, enclosure walls should be placed around open stairways thus providing increased safety and a better chance for fire departments to confine a fire to its floor of origin. Other examples are enclosing boiler or furnace rooms with masonry walls, providing fire door protection at openings in the furnace room walls and using metal lath and cement plaster ceilings for the protection of wood joists.

4. Many hazardous locations, such as janitors' closets and trash rooms, in structures of superior fire resistive construction can be and should be safeguarded with automatic sprinkler protection, with the water supply taken from the domestic water service.—JAMES MCELROY.

Group Discussions Profitable

Question: Are there not many guidance problems which can be discussed profitably in groups, where pupils can express freely their points of view, in other words, learn to think problems through?—L.M.R.

ANSWER: There are problems which may and should be discussed in groups. Incidental learnings stemming from subject matter are rich in guidance. Group guidance also operates through discussions in homerooms, classrooms, clubs, student council meetings, the school assembly and in many other activities of the school. — GUIDANCE WORKSHOP, PURDUE UNIVERSITY.

Pupil Records, Year by Year

Question: How can adequate pupil records be kept over a period of years without creating an insurmountable storage problem?—B.L.S., N. C.

ANSWER: Each teacher should have a folder for each child. The inside of the folder can serve as a permanent record card. It can follow the pupil as he progresses year by year. The office record can be a small card.

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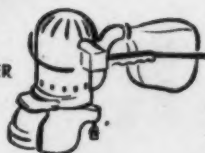
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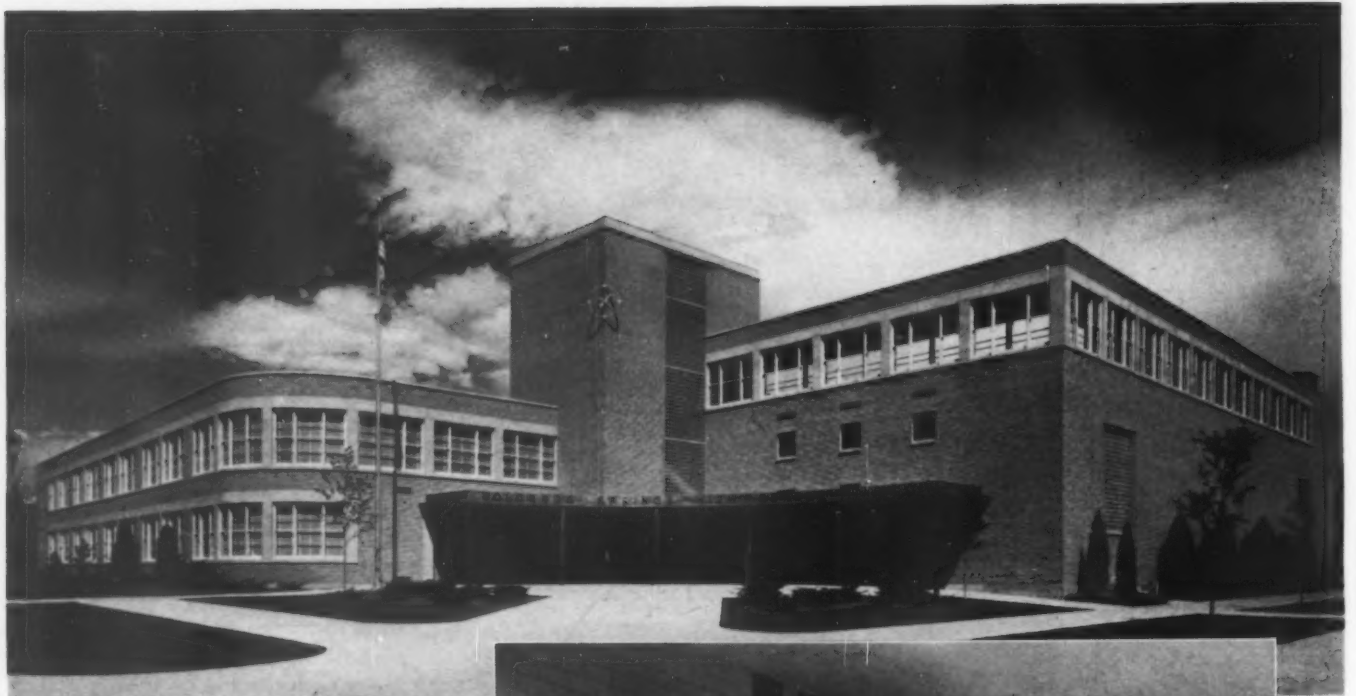


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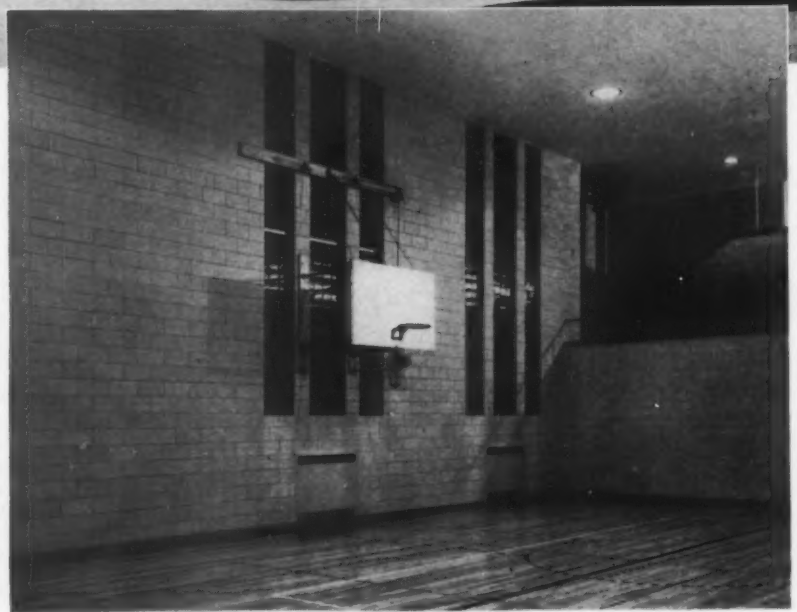


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BURNHAM HOYT, *Arch.*
HEDRICH-BLESSING, *Photo*



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The benefits of correct p/l/f/s as revealed by accurate tests and measurements in Texas schools are: (a) 10 months educational gains in 6 months, and (b) significant improvements in the physical well-being of the school children.

*p/l/f/s—the initial letters of the words "painting; lighting; fenestration; seating" which are the essential elements of the Harmon Technique for schoolroom improvements as developed under the supervision of Dr. Darell B. Harmon, Executive Director of the Inter-Professional Commission on Child Development.

Luminall paint is used in these p/l/f/s programs because it combines high light reflection and complete light diffusion. Covers in one coat; dries in 40 minutes; is very economical. Comparable efficiencies to those obtained in schools may be expected in many types of factories, workrooms and offices.

The makers of Luminall will be glad to forward a copy of Dr. Harmon's "LIGHT ON GROWING CHILDREN," reprinted from Architectural Record. On receipt of sketches showing dimensions and details of schoolroom, specifications will be furnished according to the Harmon Technique without cost or obligation. NATIONAL CHEMICAL & MFG. CO., 3617 S. May Street, Chicago 9.

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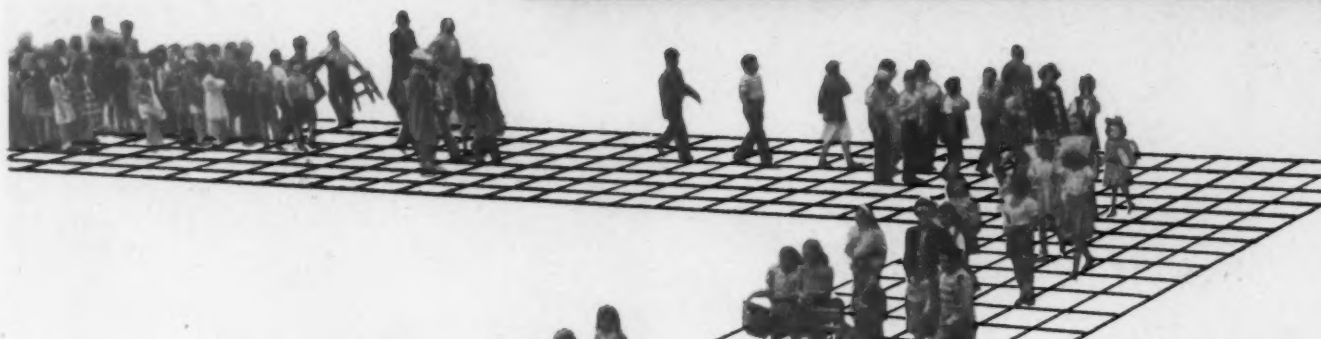
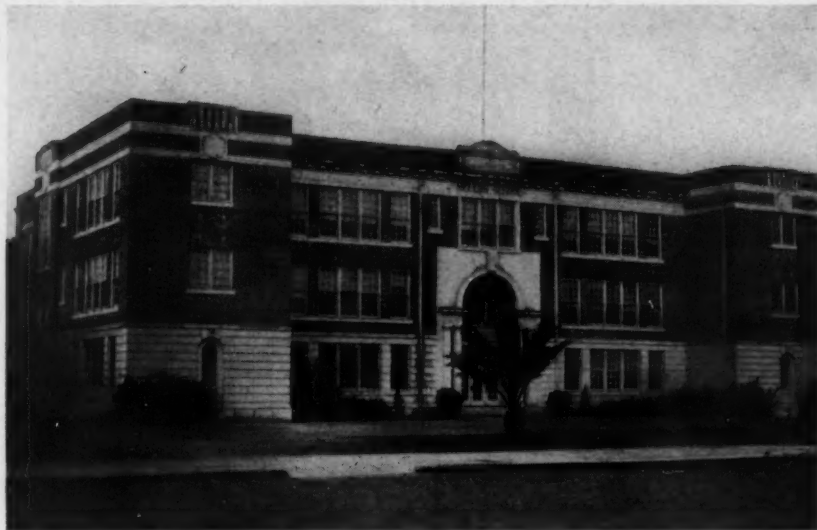
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the light-reflective
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WHERE THE
Traffic
IS TOUGH..



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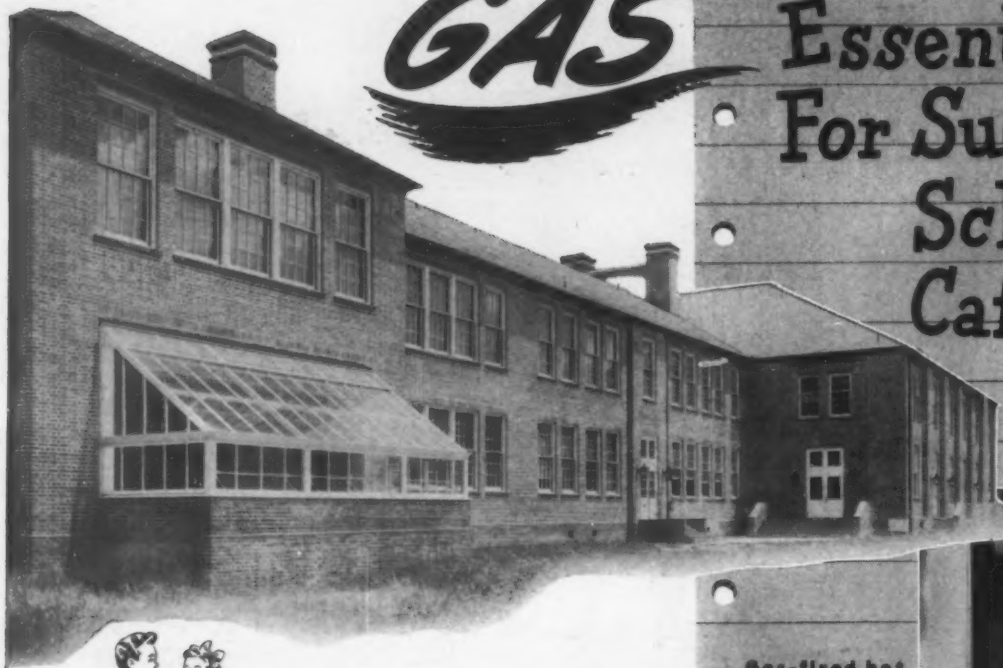
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Tasty food
Rapid service
Sanitation
Economy
Low-Cost maintenance

Then examine the characteristics of GAS and modern Gas Equipment—observe how this ideal fuel fulfills the requirements at Rivers Junior High School, Charleston, South Carolina.

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Rapid service for 300 to 400 students—readily possible because automatic Gas Cooking Equipment assures precise preparation schedules.

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Economy in cost of equipment and of fuel—modern Gas Equipment is simple to install and use, automatic controls and low fuel cost assure economical volume cooking.

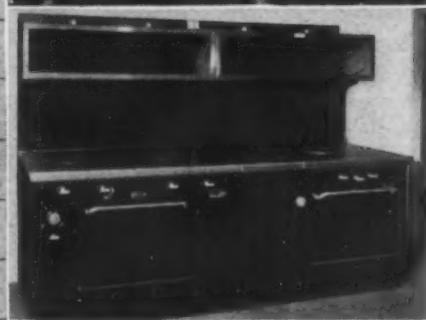
Low-Cost maintenance—the simplicity of modern Gas Equipment and the inherent cleanliness of GAS eliminate specialized and expensive maintenance and repair.

Your local Gas Company will furnish you with the latest information on the most efficient Gas Equipment for volume cooking.

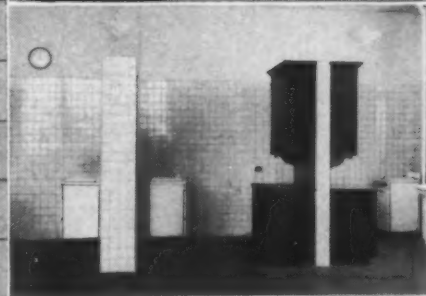
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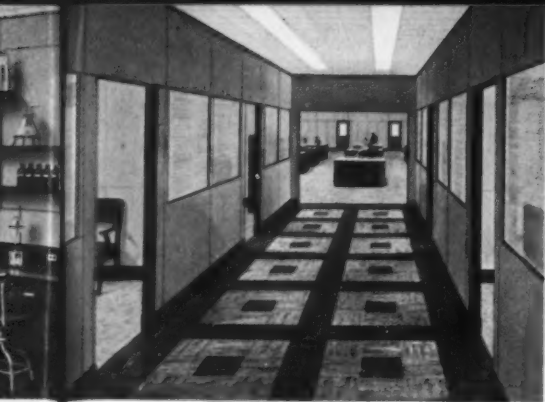


Johns-Manville

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To provide for ever-changing space needs, give your interiors *complete flexibility* with J-M Unit Construction. This new method combines movable Transite Walls, demountable Acoustical Ceilings, Asphalt Tile Floors—in other words, the *complete interior*, under *one* specification, *one* manufacturer's responsibility. Write for brochure on J-M *Unit Construction*.

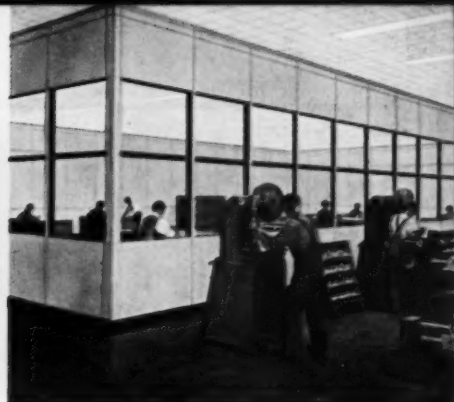
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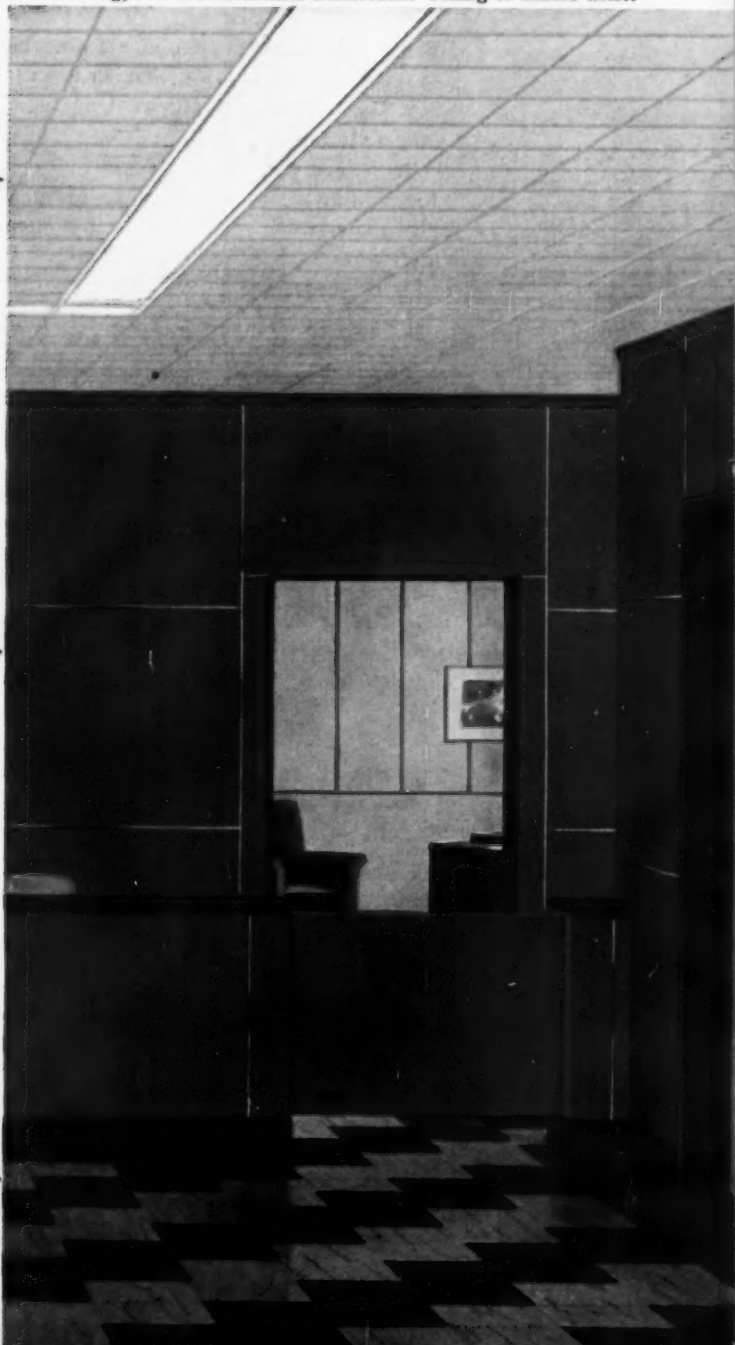


... for Factory Areas

... flexible interiors

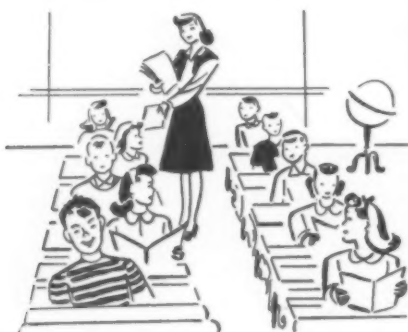


Typical example of Johns-Manville Unit Construction—a beautiful, completely flexible interior... with movable Transite Walls, Asphalt Tile Flooring, and a demountable Sanacoustic Ceiling to absorb noise.



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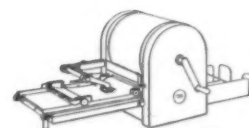
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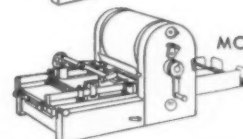
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LOOKING FORWARD

S. 472

THE educational bill currently receiving the largest share of attention in the Congress is the bipartisan S. 472 sponsored jointly by Senators Taft of Ohio, Thomas of Utah, Ellender of New Jersey, Cooper of Kentucky, Chavez of New Mexico and Tobey of New Hampshire. The spread in sponsorship may be indicative of senatorial response to increasing professional pressure for federal aid.

In brief, the bill is a permanent bill and would provide subventions ranging from \$150,000,000 the first year to \$250,000,000 in the third year and thereafter. The subventions are limited to outlay for current expense through a formula which attempts to proportion these federal aids to those states which are neediest in terms of child load and financial ability to provide public schools. None of the funds can be spent for school plant, equipments, payments for interest, debt service or capital outlay.

The bill contains the well known private school compromise formula which is stated in Section 6 B as follows:

"Provided, that the funds paid to a state under this act shall be expended only by public agencies and under public control, except that in any state in which funds derived from state or local revenues are disbursed to nonpublic educational institutions for expenditure for any of the purposes for which funds paid to such state under this act may be expended, funds so paid to such state may be disbursed to and expended by such institutions for such purposes."

Under this provision Congress not only evades taking specific action on the question of undivided school support but also creates a situation whereby nonpublic school interests may attempt to establish by broad interpretation of the statute the fact that federal funds may be used for private purposes. Also, such a proposal places the states in a position where they will be constantly required to defend their public education legislation.

This compromise will immediately affect those New England States, such as Vermont, New Hampshire and Maine, where the control of secondary education, with some urban exceptions, is still in the hands of private, self perpetuating academy boards of trustees. These private academies to which the people still pay tribute but in the management of which the people have no voice or share are as a rule much too narrow to meet current educational and social needs.

Proponents of sectarian participation in public funds believe that this compromise may ultimately prove most advantageous to them.

The Taft bill fails to recognize the importance of the total teaching environment by neglecting the school plant. It also makes no provision for pupil aid for those who do not have the financial means to complete secondary school or attend colleges and professional schools. Its worst and most dangerous weakness is the weasel-like compromise on the use of public monies. In our opinion the Taft bill does not meet the requirements of a good federal aid bill and should not be passed.

"Controversial Issues!"

THOMAS J. LIPTON, INC. (Tea Company), whose majority stock interests are British owned, sponsors the familiar and popular Vox Pop radio program. During the first week in January, arrangements were made by the National Education Association for a broadcast on February 18 over the Columbia Broadcasting System network. The program was scheduled to originate in Washington over Station WTOP and CBS leased the Hall of Nations in the Washington Hotel to accommodate the large audience expected. The subject of the broadcast was to be the deplorable economic condition of public school teachers. Cases had been collected and rehearsals had been started. The National Education Association sent an announcement of the broadcast to 7000 city, county and state school superintendents.

A few days later the following telegram was received

by the N.E.A. from the American agents of the Lipton Tea Company:

"Regret inform you client company policy and CBS network policy forces cancellation of plans for Vox Pop Broadcast 2/18 from Washington. We're terribly sorry have take this action, but Lipton can't permit controversial subjects be discussed on its program. Also, CBS strictly forbids any commercial broadcast of controversial material. . . . We sincerely regret necessity for this decision and hope it will not cause you much inconvenience or embarrassment."

Upon receipt of the telegram, Dr. Belmont Farley of the National Education Association staff called Hoboken offices of Thomas J. Lipton, Inc. and asked what was meant by the word "controversial." He was informed that the officers of Thomas J. Lipton, Inc. felt it impossible to approve of more adequate financial support of education because there might be some stockholders or executives connected with the company who were in opposition to increasing support for education. Representatives of the company could not advocate increased monies for education.

The only parallel of absurdity that comes immediately to mind is Elizabeth Dilling's "Red Network" published in 1934 as "A Handbook of Radicalism for Patriots" which listed the National Catholic Welfare Conference (page 194) and the National Education Association (page 198) as radical: the first was said to "cooperate with the Federal Council of Churches, Central Conference of American Rabbis, Catholic Association for International Peace, American Civil Liberties Union, etc.," while the second was called a "radical educational association which fostered the National Save Our Schools Committee, affiliated with the National Council for the Prevention of War."

Now thirteen years later discussion of a living wage for teachers becomes an issue too "controversial" for broadcast to the American people by the Thomas J. Lipton Tea Company because "there might be some stockholders or others connected with the company who were in opposition to increasing support for [public] education." At that rate the demand on the part of teachers for a decent professional wage and free exercise of their civil rights may be dubbed "Red" or "Communist" before the end of the year.

The Camel's Nose

IN PROTESTING the introduction of the Lord's Prayer into the public schools of New York City, Dr. V. T. Thayer, director of the Ethical Culture Schools, described the effort as the "camel's nose under the tent" on the part of certain sectarian groups to use the schools to bolster their own failures. His analysis of the proposal should be given careful consideration by boards of education and educators. Part of his statement includes:

"It is wrong to consider the Lord's Prayer neither denominational nor sectarian. It is both. It is unconstitutional, since the constitution of the state prohibits

sectarian teaching in all schools that benefit from public funds.

"The use of the Lord's Prayer in the public schools is but a camel's nose for a larger program. Certain religious groups now look to religious education in the public schools as a means for ensuring their survival.

"There is an effort to reinstate the Protestant parochial schools by means of state aid and, when this is impossible, to unite with Catholics in demanding the cooperation of the public schools in programs of religious instruction on school time.

"Until it is understood that character education and specific inculcation of religious tenets are in no way identical, we shall easily be induced to ride roughshod over the rights of children to religious freedom."

Public Mental Health

A BRIEF 32 page pamphlet written by Hedi Seligsohn, cleverly illustrated by Ben Blank and priced at 25 cents, presents one of the best arguments for community mental health programs yet written.* It is pointed primarily for teachers, parents and civic leaders and provides cogent reasons for community cooperation in the organization and development of essential social hygiene programs. It should be invaluable both to teachers and to Parent-Teacher Association members.

This pamphlet is published by the League for Fair Play which is attempting "to stimulate the maintenance and extension of the American spirit of fair play and tolerance, to encourage adherence to the American Constitution and the Bill of Rights, to promulgate the principles of democracy, justice and liberty and to promote understanding and good will among all creeds, races and classes."

Arnall Looks Forward

ELLIS GIBBS ARNALL, late governor of Georgia and outstanding liberal southern statesman, has courageously risked his political future by writing honestly and at considerable length concerning his views. After a highly personalized description of southern achievement since the war between the states, he looks forward to "The Shore Dimly Seen" (New York, Lippincott, \$3) or the goals toward which he believes the nation must move.

He indicts vigorously the "let George do it" attitude adopted by the 48 states which on the one hand refuse to accept their responsibilities and on the other cry out against federal domination. The economic Colonial system which, to the great handicap of the South and West, was established and since 1865 consistently maintained by the monopolistic fiscal and industrial interests of the Northeast and North is analyzed objectively. Ellis Gibbs Arnall believes in free competitive enterprise but points out insistently the dangers which arise from

*Don't Be a Jerk! Text by Hedi Seligsohn; illustrations by Ben Blank. New York 18, N. Y.: The League for Fair Play, Inc., 11 West Forty-Second Street, 1947, \$0.25.

monopolistic capital operating under cover of double talk about "the American way."

Here are clear demonstrations of how the ground is being prepared for Fascism (represented by the Columbians in Georgia, the Klan and other organizations in neighboring states) by the economic dependency of the South on the North, its low standards of living and poor educational facilities, growing out of long standing exploitation. His advocacy of economic independence, better education, better health conditions with specific opportunity for both the poor white sharecropper and the Negro reminds one strongly of Howard W. Odum's regionalism and resource education movement, a program fundamental to the vital welfare of this nation.

He uses the notable achievements of the Tennessee Valley Authority under the able democratic leadership of Harcourt Morgan and David Lilienthal as an example of what is more extensively needed in the South. One gets the distinct impression that he believes large, unselfish capital investments for the South along Tennessee Valley Authority lines (in contrast to doles), coupled with realistic public education on both youth and adult levels, could make the South realize its potentialities as the richest region in the United States.

Ellis Gibbs Arnall was one of the best governors Georgia ever had. Within the limits of a six year term he not only promulgated and obtained adoption of a new constitution but reorganized on a nonpolitical basis the entire educational system of the state. When he writes as honestly and convincingly as he does in looking forward to the dimly lighted far shore, he is decidedly worth reading. He emerges in strong contrast to the demagogues, the bigots and the Fascist minded, as a man of statesman-like stature.

World Understanding

SEVERAL months ago a new national magazine was born called the *United Nations World*, devoted exclusively to the United Nations point of view, or world cooperation. It reports and analyzes monthly the "world news from a world standpoint, in such a way as to interest the thinking people of the world."

In sending instructions to its editorial staff in all parts of the world, the editors drew up 12 rules that make so sane, so sensible and vital an approach to harmonizing cultural, racial and religious differences, not only for the "United Nations World," but also for teaching, that school teachers might well use them as a basis for presenting world information and world points of view in the classroom.

"There is no place in the world 'distant' or 'far' (from where?)."

"No place, culture, custom or people is 'strange' (to whom?), 'exotic,' 'queer' or 'bizarre.'"

"People can be 'illiterate' but never 'ignorant'; they can be 'simple' but never 'backward.'"

"Avoid any suggestion of the superiority or the inferiority of any race, color or religious group."

"There are no 'heathen,' no 'pagan cultures,' no 'Chris-

tian ideals' (except in direct discussion) and no 'chosen people.'"

"Avoid such meaningless clichés as: 'East is east and west is west, and never the twain shall meet'; 'The sun never sets on the British Empire'; 'the white man's burden' or 'the yellow peril.'"

"Treat every national or local custom with the respect it deserves."

"Avoid the word 'natives' as it has been shaped by imperial custom; use it only in the exact sense, for example: a 'native' of New York, not 'the natives of New Guinea.'"

"Avoid 'we,' 'ourselves,' etc., when referring to citizens of the U. S. or to Westerners in general. 'We' are all the people."

"There can be no preaching (*who* is in a position to preach and to *whom*?)."

"Give the facts. Be objective. The people will make up their own minds, and probably they will be pretty close to right!"

"Important persons' includes everybody of good will."

"Keys to Good Government"

DETROIT has two teacher organizations: the majority Detroit Teachers Association and the minority Detroit Federation of Teachers. Both groups have been exceedingly active in trying to improve the economic and instructional status of the teacher. There is sharp rivalry between them and each is naturally eager to receive full and constant public credit for its efforts.

Some months ago the Detroit Teachers Association planned a large anniversary affair with a special dinner and with school board members and numbers of men prominent in city and state politics as speakers and, finally, as a climax, the lieutenant governor of Michigan, Eugene B. Keys.

The evening progressed beautifully as each trained political seal performed according to expectations, being smooth and gracious in lauding the D.T.A., its past, its present and its future. Finally came the climax. The chairman had spent much time on her introduction of the lieutenant governor. Her speech rose from pianissimo to fortissimo and finally concluded with a rousing crescendo: "... and now I present for your pleasure and inspiration our Keys to good government!"

The lieutenant governor, who had come in late and kept looking around vaguely as if not quite certain that he was in the right place, rose with a varnished campaign smile and said: "Ladies and gentlemen, it gives me great pleasure to be present this evening and to congratulate the Detroit Federation of Teachers on its splendid work in improving public education in Detroit."

A sudden volume of speech-stopping boos nearly blew him out of the hall.

The Editor



CAMPING a New Idea *in Britain's Schools*

JEANNE M. LAZARUS

British Information Services

A NEW development in the English schools extends the ordinary school curriculum into the summer months. Camps of the Hertfordshire County Camp type have been established over the English countryside and are available for use by the county schools. An entire camp can be taken by one school or three or four schools may share it.

Here, during the summer, the school children come for courses of about a week to gain experiences which are unavailable to them through their ordinary home life and the regular school curriculum. Under trained supervision, they establish camps, learning how to set up and take down tents, cook over a campfire and master many of the details of the open life that will enable them to carry on their camping adventures after they have left school.

The campers often call on the village schoolmaster to teach them details about village life and local history, making sketches and plans of the village to illustrate significant points in his talk, and compare this type of living with city life and organization, thereby gaining a better grasp of the social life of their country. Visits to farms give them an understanding of the way our culture is rooted in the soil and is dependent upon agriculture.

Nature study walks, mapping and sketching open up a world of in-



Visits are made by the children to places of historic interest or architectural beauty within easy reach of the camp. Top, they are seen waiting outside the doorway of the ancient Abbey of Waltham. Above, they are looking at the old Temple Bar Gateway built by Sir Christopher Wren in 1670. Such visits open up new interests for them to pursue when they have left school.

terest and excitement and give the boys and girls a sense of human relationship to natural processes and an appreciation of beauty that may stimulate them to pursue this new-found

interest for the rest of their lives. Eating in the open, sitting at night around the campfire, singing songs together under the stars bring them a sense of comradeship that sets up

an ideal of human relationship for them, stimulates ideas, suggests new ways of living.

Excursions to places of historical interest or architectural beauty, such as Hatfield House, Christ's Hospital, Waltham Abbey, the County Hall, the old Temple Bar Gateway, help them relate their lives to the past of their country.

The Hertfordshire County Camp can accommodate 100 children; they are divided into five groups of 20 children each, known as villages. The villages are named; each has its own campfire, its own masters and mistresses, but a warden is responsible for the well-being of the whole camp. Four good meals are served

Eating around a campfire is a new experience which they all enjoy.

every day and are generally prepared by the domestic staff in a permanent brick kitchen. In this way conditions of sanitation and balanced diet are carefully preserved.

However, the successful functioning of the whole camp depends not only upon the careful work of the directors but upon the cooperative sharing of responsibility by the pupils and the directors. The pupils are led to see that their regular duties are an essential part of cooperative living and the development of self reliance. They are stimulated to seek ways of improving the camp,

A pony is petted and fed by the children when visiting a nearby farm.

such as clearing away bracken and cutting new paths through the woods.

These camps have grown out of a training program for leisure time activities and for a widened education that seeks to provide a range of interests ordinarily excluded from the pupil. The camps are doing their bit to give the children sources of personal satisfaction that will stimulate ideals and encourage independence of spirit and mind, as well as to prepare them for more cooperative activity in solving the domestic and world problems that we face today.

Campers furnish their own sleeping bags but blankets are supplied.



Religion Has No Place in Public Schools

STUART A. COURTIS

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MANY thoughtful superintendents in these troubled times are coming to see that they must add a new and difficult problem to their heavy load of responsibility. In an atomic age of power politics on a "one world" basis, worldwide personal character and integrity suddenly become of paramount importance.

Hitler, for example, recognized this fact. By systematic, intelligently planned control of emotional indoctrination of both children and adults, he raised loyalty to himself and his regime almost to the level of fanatical religious worship and devotion.

One Function of Religion

Such a statement shocks many people but it serves to raise the question, "What is a religion?" To that question the answers of various persons differ widely but there is general agreement that down the ages and in all lands *one* function of religion has been to shape the ideals and characters of its followers. Theoretically, no other social agency has equal responsibility for interpreting life to individuals and directing their activities and wills into channels which make for the betterment of the individual and society.

In the early days of our country, the Church was the controlling influence in all the affairs of life. But such power holds too much of temptation for feeble human virtue. Evil churchmen often used religious control for personal and national gain. With the rise of democracy, the people wisely separated Church and State in an attempt to prevent such corruption of both religion and government. At present separation of Church and State has for so long

been venerated as one of the foundations of democracy that the fanatical devotion of certain citizens to the doctrine threatens at times to become an obstacle to an intelligent discussion of the problems which are involved.

Religion, upon analysis, is found to consist of two parts: one, a way of life and the other, sanctions for that way. Most religions postulate a Supreme Being to whom allegiance in matters of conduct is due. Acceptance of this belief constitutes the sanction for the controls of behavior that religion teaches.

Unfortunately, the sanctions upon which religions rest are always superstitious beliefs which must be accepted by faith: they cannot be proved. They are subjective, emotional phenomena, outside the range of objective control, but they tap the strongest and most transforming of human emotions so that to one who has experienced "conversion" that experience may be more precious than life itself.

When Reason Becomes Involved

One may use reason to support his religious convictions but not to establish them. Consequently, he who is bold enough to attempt to do anything about religious problems is soon involved in divisive controversy of the most troublesome kind.

Schoolmen generally have welcomed and supported vigorously, as an avenue of escape from difficult religious problems, the doctrine of separation of Church and State. Unfortunately, the rise and progress of science have tended to undermine all superstitious beliefs. The danger is that the separation of Church and State now seems to many to be an

unimportant issue. For the increase in power which comes from the scientific determination of objective truth has led millions to think slightly of subjective, emotional truth and religion has suffered accordingly.

Science accepts with natural piety the world as it is and does not seek either for first causes or for ultimate meanings. Moreover, the rewards of science in terms of power to satisfy one's natural instincts are so immediate and so great that present pleasure weighs heavily against mere spiritual satisfactions or rewards to be received in some possible life after death.

Character Development Lacking

As a result, temptations to objective, practical thinking in terms of pragmatic rewards have changed profoundly business, sex relationship, education and even the church itself. Not one of our five major institutions, the home, the school, the factory, the state or the church, is at present operating efficiently to develop in the oncoming generation those conduct controls which are called character and which operate to restrain man's natural selfishness and direct his energies into channels for human betterment.

It is natural, therefore, that anxious parents, unable to cope satisfactorily in the home with the problem of character development, should feel strongly that the schools "must do something" about the problem. It is even more natural that ecclesiastical authorities and their followers who also feel anxiety for the religious education of children should see opportunity in the present crisis and begin once more to try

to introduce religion into public education.

The first step is to involve the schools through special periods, released time and similar devices. Schoolmen are finding to their dismay that the problem is one to which attention must be given, *now!* It is easy to see that if they do nothing about it, a solution will be forced upon them by others.

Witness the increasing attempts to solve the problem by legislative action. If any attempt once more to give state support to religious schools without any form of control over what is taught or what kind of individuals are produced should become law, this would only aggravate the situation and stimulate the divisive controversy that always accompanies religious conflicts.

The element in the situation that is of peculiar difficulty is that our conventional subject matter patterns of thinking in education make us prone to attack the problem of character development from the subject matter point of view. In school, we, by conventional methods, succeed only in developing answer getters, not creative thinkers. By autocratic control we impose patterns of thought and action on the immature.

More Democratic Service Needed

In current educational philosophies much stress is laid on integrating personalities, developing character and attaining other similar objectives, but the teacher or school that actually abandons autocratic domination and practices democratic service to developing personalities is rare indeed. Consequently, it is a common statement by teachers that *character cannot be taught*, for many of them have tried it without success.

The reason is that character grows or matures. A teacher can minister to that growth and guide it, if she knows how, but in a free country she cannot successfully impose a fixed pattern of either morals or ideals. Every normal human being resists being limited by patterns.

Men are creative in their innermost nature, and life constantly bursts through patterns which restrict it and moves on to build anew. Character and integrity could be the outcome of the right kind of school experiences but so far neither in church schools nor in secular schools have effective technics been devel-

oped for achieving such a goal efficiently.

Here, then, are our greatest opportunity and our greatest hazard. For public education we need desperately courses scientifically developed in method and content to give young citizens the power so to control their living that they may make the most of life; courses that will organize and inspire the creative energies of men without enslaving them to any superstitious belief about either God, the hereafter or a "savior"* other than the potentialities within man and nature. We must recognize frankly that in such potentialities there are mysterious forces and op-

*Since adolescence, I have been an active member of a Protestant sect and am glad to bear witness publicly to the fundamental transforming influence of Jesus' life and teaching upon my own faith and character. But I am convinced that there is no place for "religion" in public education.

portunities for development far beyond man's present power to envision them which can supply inspiration and stimulus like that furnished hitherto by conventional religions.

Are schoolmen equal to the job of developing in public education character-integrating courses of this type? If not, then the outlook is dark indeed. Bloodshed, violence and destruction may increase in magnitude and severity until our present civilization is wiped out that it may be replaced by a new and better development from the scattered remnants of mankind.

It is more likely, however, that control of public education will pass to the first group wise enough to see the importance of the problem and meet it, creatively, constructively and efficiently. Resurrecting old solutions which have already been proved ineffective will not do.

In Defense of Latin

A. M. WITHERS

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A RECENT contributor to THE NATION'S SCHOOLS has provided a wholesale condemnation of the study of Latin in the United States.* Time spent on this language, he alleges, might far better be devoted to more opportunities in "biology, world history, effective living, home economics, typing, family relations or public speaking." English has no need of Latin. Psychologists have blasted all its "disciplinary" pretensions.

It should, therefore, be summarily ejected from the high schools. And when these have thus been purged, then the little company of 12 institutions of higher learning still requiring Latin for entrance will be automatically forced to discard what is said to be a senseless impediment to educational progress.

It occurred to me that the most effective as well as the most natural reply to such sentiments would be a joint declaration upon the Latin matter by a number of representative

graduate professors of English. I, therefore, wrote in this sense to Prof. E. H. Wright, executive officer of the department of English and comparative literature of Columbia University.

Although I did not get the collective statement I sought, the following letter from Prof. Wright is to my mind just as good:

"I am afraid that an adequate answer to the question in your letter of January 22 would require me to write a rather long article which I simply do not have the time to compose. I may, however, assure you that in my opinion and in the opinion of most of my colleagues who have anything to do with the pursuit of the liberal arts *the decline in the study of Greek and Latin has been the greatest loss which scholarship in the Western world has ever suffered*. Some day I may write and publish an article on this subject, but I can't do it just at this moment." (Italics mine.)

Designers of curriculums and school and college administrators, take notice!

*Church, H. H.: That Latin Myth, THE NATION'S SCHOOLS 38:6 (December 1946), pp. 24-25.

The Case *Against* U.M.T.

IN THE May issue it was pointed out that educational claims for U.M.T. are false and misleading. An attempt was made to indicate how important it is that educators examine critically the purported educational values of U.M.T. Among the commoner of these are contentions that U.M.T. will:

1. Improve the health and physical well-being of our youth.

2. Promote good citizenship.

3. Give training in discipline.

4. Provide a useful program of vocational training.

5. Provide a desirable program of general education.

6. Provide, following the pattern of the armed services during the war, an educational program that will utilize superior technics of instruction.

These claims ought to be carefully scrutinized in the light of our experience with military educational programs during the last two wars and the interim period. There is little to indicate that any fundamental changes in point of view and method can be expected in training programs under military control.

Insofar as health is concerned, it is probable that by and large during World War II the armed forces provided adequate medical and dental care to the men and women in service. It is possible, too, that certain members of the armed services ate more regularly and perhaps more adequately than did civilians.

Physical Conditioning Questioned

However, when we look at the so-called "physical conditioning programs," which became the fetish not only of the armed forces but also of many high schools during the war years, grave doubts arise. Observation indicates that these conditioning or physical fitness programs were postulated on the assumption that those undergoing training were young male adults already endowed with robust health and vigor.

The physical training instructors, many of whom were the coaches and gymnasium teachers of our high schools, appeared to have forgotten

anything they may have known about individual differences. A typical example of the mentality that dominated the physical training programs at many fields and camps was that of the instructor who justified rigorous cross-country running for all with the statement, "If a Jap were chasing you, he wouldn't care if you were 25 or 45."

A not uncommon occurrence was to see older men vomiting, dropping and being carted off to hospitals after the routine running test that was given periodically in the army.

It does not seem reasonable to expect at this time any greater adaptations to individual needs in peacetime physical training programs than were made in wartime programs. True, the proposed group to be involved will be more homogeneous as to age, but this would not eliminate a wide range of health needs.

It is also interesting to speculate whether those who argue for U.M.T. on the basis of its contribution to the health of the nation really believe that proponents of the program seriously intend to include those with more or less serious but remediable physical defects.

The contention that military training programs promote citizenship and discipline also needs scrutiny. Traditionally, military regimens have been characterized by control from above by a few. While it is true that in the American army, and perhaps also in the navy, certain ameliorating trends can be discerned, nevertheless, even with the changes brought about by the Doolittle Committee, the basic pattern of control has been and still remains autocratic.

In the specialized training program during World War II this pattern usually manifested itself in courses of study preplanned from above to the minutest detail and in a constant

emphasis in all training activities upon maintenance of so-called "military bearing and courtesy." In basic training and in cadet or O.C.S. training the pattern was magnified by the almost pathological insistence upon: "... continued practice of a defined set of social routines which constitutes a military culture. Every aspect of military life, down to seemingly trivial details of dress, arrangement of living quarters, specific rules for showing social difference between subordinates and superiors, etc., is so planned as to be highly consistent with the assumptions that must be made where the purpose is to train men in the ways of a society that must employ autocratic, authoritative methods of solving its problems."¹

What Does It Contribute?

The appeal of such a program to the military mind can be readily understood. The contribution it makes toward developing citizens capable of functioning effectively in a democracy is less apparent.

If anything, the type of civic training usually cultivated in military organizations is of value to a democracy only in a negative sense. The viciousness of the system, in terms of normal, peaceful living, may become so apparent to some as to cause them to cherish more than ever a way of life that recognizes the worth and dignity of the individual as of primary value. Unfortunately, this effect is not always the one produced.

Even if we take the less dynamic qualities, such as cleanliness and orderliness, that supposedly characterize the good citizen, we find the military training pattern frequently ineffective. An important daily as-

¹Menge, J. W.: *The Military Purpose*, Michigan Education Journal, September 1945, p. 12.

pect of cadet or O.C.S. training, for instance, was inspection of quarters. To pass inspection, among other matters, a drinking glass had to shine immaculately without trace of an evaporated drop. So exacting was the inspection that rather than risk a demerit and the consequent curtailment of what few privileges they had, trainees resorted to drinking water directly from the faucet to avoid sullyng their glasses.

To an outside visitor, quarters after an inspection undoubtedly would look neat and orderly and he might be prone to make some generalizations about the high morale of the trainees as well as the excellent habits they were acquiring. The less obvious but often more potent grim resolve of the trainee never again to make a bed or to arrange his personal possessions in an orderly manner would escape the visitor.

One interesting and important exception should be noted to the negative type of civic education usually developed in the armed forces. The printable army term for all the irritating petty rules and regulations governing military bearing and courtesy was "chicken." As a general rule, the closer one came to an active combat zone, the less "chicken" there was, the more democratic was the relationship between officers and enlisted men, and the more functional were any training programs that might be attempted.

"Chicken" Setup Will Prevail

As an area was secured, however, and as the active combat zone moved away, the "chicken" returned. It is more than probable that if a peacetime conscription and training program is adopted, it will not be the more functional and democratic training of the combat zones that will prevail but the typical "chicken" setup.

It is doubtful how appropriate any vocational education claims for U.M.T. may be. The proposals before Congress at the present time place considerable stress upon basic training. Whether there will be in the proposed plans a successful blending of this basic training with the training in technical skills that will have peacetime utility is uncertain. In any event, if the provision of vocational training is a major social obligation, there seems little need for including it in military training.

Furthermore, even the development of many technical skills useful for military purposes can be done more adequately in our schools and colleges than in military camps. If, on the other hand, U.M.T. is to be largely "basic" training, no one yet has defined adequately what such basic training for atomic warfare should be.

Another claim for U.M.T. is that it will round out a program of general education for youths. It has been frequently stated, for example, that military life is a democratizing force because it compels the mixing in close association of all classes and kinds of men. While to a certain extent it is true that greater understanding of others may result from such intermingling, the same objective could be achieved in other ways, for example, through extension of the school camping program, that would not have the undesirable features of militarily controlled training.

Military Attitude's Effect

Consider, for instance, the effect on the personality of the youth of being regarded merely as a tiny cog in a vast machine, of living in a social structure that almost completely submerges his rights as an individual. In the A.A.F. Training Command one result of this military attitude toward the individual was the ruthless elimination of those who did not measure up to acceptable standards of progress.

During the later years of World War II, "wash outs" (eliminations) in flight training, for example, frequently were as high as 30 to 50 per cent of the class. Such procedures were justified on the basis of the need for winning the war. They were possible chiefly because of the almost inexhaustible supply of men.

Granting the validity of the winning of the war argument, granting further that in flight training, at least, it perhaps often saved the life of the cadet to wash him out, and overlooking the fact that many potentially good trainees were eliminated, one still cannot escape weighing the searing effect of such autocratic procedures.

Peacetime conscription for military training would duplicate the supply and demand situation and make it easy for such dictatorial educational practices to be continued. If we believe in the necessity of providing

a well rounded educational program for our young citizens, there are more effective means for achieving the end than by U.M.T.

One final comment needs to be made on the educational values of U.M.T. There has been much discussion of the so-called "G.I. method of instruction." Some educators, especially those who have not had close contact with the training programs in the services, have been greatly impressed with it. They have been influenced by the profuse use of a great variety of audio-visual aids. This variety was made possible by the practically unlimited funds that were available to the services during wartime. A critical examination of how these instructional aids were sometimes used reveals a far from rosy picture.

A prize illustration of what can happen in any large, autocratically administered organization occurred in an A.F.F. Training Command. The syllabus for a meteorology course was completely revised and sent down from the top level together with a new list of films to be shown in the course. The new course was put into effect at some fields before certain other echelons of command had issued orders withdrawing the no longer appropriate films used in the old course. An air inspector visiting one of these more alert fields solved the film problem by ordering that three hours be added at the end of the new course to show the old films, even though some of those conveyed information that was wrong in terms of the new program.

No Clear Cut Pattern

As to other characteristics of the G.I. method, Charles H. Wilson's commentary represents a fairly accurate appraisal:

"The military struggled along, perhaps even muddled along, sometimes using outworn and faulty methods, sometimes going overboard with new and unproved technics, using no definite, clear cut pattern of education. If any commendation of military instruction is in order, the writer believes it should be for the frequent demonstration of willingness to experiment with what promised to be better ways of training personnel."²

²Wilson, C. H.: A Further Note on Military Instruction, Educational Research Bulletin 26:2 (Feb. 16) 1947, College of Education, Ohio State University, Columbus.

A Student Suggests

Curriculum Changes

AS AN accredited member of the "articulate" generation, I hereby request the floor. My qualifications? Twelve years of preparatory school, public and private; two years at the California Institute of Technology, and assorted experience at the University of Detroit and the University of Michigan. (Yes, I was in the army, too.) This background should qualify me as an authority on education, at least from the student's point of view.

Taxpayers Discontented

The war strained school facilities to an alarming extent and at the same time intensified the taxpayers' vague discontent over education, particularly that offered by public high schools. Perhaps I can "articulate" some of this discontent and, in the process, offer a few concrete suggestions as to how its causes might be eliminated.

Hold your fire for just a minute. I do not claim to give this topic a professional treatment; I am going to tiptoe lightly past the questions of cultural outlook, ethical behavior and the issue between general and purely vocational studies. And I fully realize the difficulty of effectuating even my most modest proposal. Thus having absolved myself of blame—gentlemen, make way for the amateur!

Classroom instruction is primarily designed to prepare youths for the rôles of job holder and citizen. Concerning vocational training, we all know that a premature decision can wreck a person's life. For this reason, one of the intrinsic obligations of the educator is to endow the youth with certain widely applicable skills and to make available to him a comprehensive program of vocational guidance.

English and mathematics, of course, are the basic skills. Judging from the perennial wail emitted by colleges, one might conclude that the public schools stop teaching English after the fourth grade. Even college freshmen have to be retaught sen-

GEORGE AUSTIN

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tence, paragraph and essay construction, the fundamentals of grammar and punctuation and how to spell.

Pupils are also weak in reading; they do not read as rapidly as they should, do not grasp the structure of the material and are unable to recognize either the key to or the course of an argument. Worst of all, they do not even know that they lack these skills.

Here, then, is an obvious starting point: the fundamentals of reading and writing must not be taken for granted after junior high school but should receive continued attention through the twelfth grade.

Periodic Drill Suggested

In arithmetic, speed and accuracy in performing even the simplest computations are much too rare abilities, as teachers and employers can testify. Therefore, periodic drill, with explicit instruction in short cuts, could be advantageously given. I would suggest also that earlier emphasis be placed on trigonometry because of its simplicity and widespread application.

I have advocated a strong grounding in the skills of reading, writing and mathematics because nearly all accomplishment in other fields is dependent upon them. They are the tools; they must be sharp and they must be sure.

There seems to be a good transfer of mathematics to the sciences. While the latter studies are generally taught satisfactorily, I believe that examples of laboratory principles could be pointed out even more than they are at present. I am thinking of the principles of personal and public health as related to biology, industrial chemical processes and the innumerable applications of basic physical concepts.

The conspicuous success of army methods of teaching has intensified

the controversy over high school language courses. By means of phonograph records and native instructors, the army emphasizes colloquial usages, while most classrooms stress the written language. The study of languages rolls on, in its quiet way, suffering chiefly from inertia; yearly the traditional arguments for its place in the curriculum become more seive-like.

Let us attempt to vanquish them directly. Latin, for instance, has no monopoly on "mental discipline" (and neither has mathematics). A pupil may become acquainted with the literature and the people of another land after perhaps five or six years of studying its language, but not before; and although advanced pupils may strengthen their command of English by polylingual means, beginners certainly cannot. Most of their effort is put on the mechanics, rather than the niceties, of translation.

Language Instruction Falls Short

No one even pretends any more that two or three years' study of a language under the present system qualifies him for everyday discourse. Here is a place where army methods might be profitably adapted for use. The situation is somewhat better for the embryo scientist, where a mere change of texts would supply the technical vocabulary now missing.

We all know that language is essentially a practical subject, but even those pupils who plan to use it later, intend to utilize it in different ways.

Leaving the basic and vocational studies for those primarily concerned with citizenship, let us now turn to the social sciences. A knowledge of history is indispensable both for the enrichment of cultural life and for the development of a well informed electorate. The blame for common ignorance and misconceptions lies

mainly with the high schools. Although everyone is exposed to American history, few take ancient history, and still fewer continue with modern European history. The only remedy for this is to demand of every youth three years of formal instruction in history from the time of Hammurabi to the time of Truman, by way of Pericles, Caesar, Charlemagne and Louis XIV.

The disregarding of history in other courses, the maddening dullness of many texts and the inability of instructors and pupils alike to organize, simplify and consolidate their knowledge, all contribute to the situation as we find it. Most high school graduates carry away with them only a vague conception of the major trends in politics, philosophy, religion, art, economics and science. I believe that the fantastic number of facts a pupil is required to learn should be reduced to the number that he might retain.

Plea for More Practical Economics

Economics and civics are equally important in the development of citizens, but here, again, the study of these subjects is isolated from real life. Besides studying the Constitution on paper, pupils should also discover how it operates in practice, learning, for instance, how a political party is run, the functions of public officials, the status of the individual under the law; they should also be familiar with some of the issues in politics, economics and current affairs.

Not only should classroom studies be more intimately linked to non-academic life but their interrelationships should also be brought out. No subject is independent of any other, yet the unfortunate impression that courses must be kept "uncontaminated" is distinctly reflected by the student body.

English, particularly, should not exist *in vacuo*; still no one seems to wonder at its anomalous position. Many pupils take Latin with the idea of improving their English, and it is safe to say that a high school graduate does not know grammar unless he has taken some language. As for vocabulary, instead of having the pupil sift out the large number of foreign words without English derivatives, why not merely teach him the commoner Latin and Greek roots as a part of his study of English? An equally glaring fault is that

themes written for courses other than English show evidence of only cursory attention on the part of both teacher and pupil to grammar, vocabulary and construction. It might help to grade each theme twice: once on mechanics and once on content.

Almost as strange is the lack of tie-up between ancient history and second year Latin, courses that have a great deal in common.

The curriculum should be integrated and there should be continuous application of the principles of one subject to another. This objective is probably the most comprehensive of any mentioned here; therefore, it should never be ignored in considering course revision.

There remains yet one skill as basic as English and mathematics, namely,

knowledge of how to study effectively. There is no accounting for the fact that each pupil is here left to his own devices without having the benefit of guidance.

"Study hard," say parents and teachers, and let it go at that. Authoritative works systematically describe the universal study technic; the explicit study of how to study must be introduced as soon as possible into the high school curriculum.

Although much of the foregoing criticism may appear to represent only personal opinion, I should hesitate to make these ideas public unless there was good reason to believe that I speak not only for myself but for many others who have been in close contact with the educational system for many years.

Problems in Human Relations

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PUPILS are human beings just as teachers are. Between them exist what we call "human relations" and these have existed ever since there have been pupils and teachers. Every teacher in dealing with children must have some understanding of these relations; she cannot successfully turn over all problems which come under this head to a specialist in the field.

There are three sources of power in every individual: native ability, experience and training. The possession of these three together with a recognition of the fact that no one is ever too old to learn should form the teacher's basic equipment for handling human relations problems.

The teacher should possess, in addition, an innate ability to understand young people and a knowledge of how to deal with them as human beings. She should know how to make a proper approach to their problems. This approach can be reduced to a logical procedure. The first step is to clarify the pupil's problem in her own mind and to get all the facts involved. This should be followed by a study of the facts and then by an examination of the solution which the teacher works out.

Success in utilizing the solution will depend upon the teacher's ability

to present ideas to others, the normal method being to explain to the pupil what she has in mind and then to show him how it will work out.

Another requirement for solving problems in human relations between pupils and teachers is an ability on the part of the teacher to handle others. She can use one of two avenues of approach. The first is to achieve control by suggestion, that is, by leading the pupil through suggestion to the decision or solution which has been worked out. The second is to bring about in the pupil a recognition of the problem through obtaining a knowledge of all the facts, weighing them, arriving at a decision and then acting upon it.

For establishing satisfactory human relations, she must exercise patience, sincerity and tactfulness. Without these three, her efforts will fail.

Successful human relations in the last analysis are the result of knowing how to get along with people. They require a knowledge of the art of guiding or controlling others in arriving at a desirable solution to a problem. The teacher who is successful in the realm of human relations has the ability to solve the problems that are presented by having her pupils accept her ideas.



British Information Services

City pawnshop windows offer only one of the many temptations to wrongdoing.

Bad Conduct Always Has a Cause

JENNIE WALLACE

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DELINQUENCY is wrongdoing by children usually under 18 years of age. To society, it is misconduct that injures the group; but to the individual offender, it is a form of self expression. No child is born a delinquent but somewhere in his brief journey along life's road he has developed urges that express themselves in wrong actions.

There are certain fundamental cravings which we all possess: the desire to express our ego, the need for affectional satisfactions in social relationships, the wish to be accepted by some person or group and the necessity for recognition as a separate personality. It is essential that all workers with children embrace these understandings.

Interferences with the fulfillment of these desires are called thwartings or deprivations and cause keen dissatisfactions. Frustrations are deep rooted and permeate the feelings of the individual, commandeering his emotions, thoughts and actions. Non-delinquents have more satisfactions in their lives than delinquents have.

What are the symptoms of maladjustment? How do integrated dissatisfactions manifest themselves? What are the signs of behavior that injure society? What is this wrongdoing that differentiates delinquents from our accepted social norms?

The offenses committed by juvenile delinquents make a long list, prominent among them being stealing, truancy, breaking and entering the property of others, lying, forgery, manslaughter and attempted murder. The mere listing of these offenses reveals nothing regarding their determinants.

The word "truancy" gives no clue as to its cause, which might be failure in school, antagonism toward authority, attempt to gain recognition from classmates by showing an independence of school, dislike for and even hatred of teachers and revolt against the general setup in school. When we speak of the delinquent as a near-criminal, as being antisocial, dissocial or unsocial, we get no nearer to the heart of the problem. Behavior needs explana-

tion in terms of its various causes. The causes of delinquency in the minds of respectable people are bad companions, pulp magazines, gangster pictures, lack of church influence, poverty, the automobile and "general cussedness." Many experts in the field of juvenile delinquency conclude that bad family relationships are the primary cause and that maladjustment appears in many forms. It may be that a parent discriminates against one child in favor of another, that a child is rejected or unloved by one or both parents, that a home is broken or often, surprisingly, that the child is over protected and pampered.

What really happens when a parent discriminates against one child or rejects him in his normal healthy affections or speaks of him as being always bad or contemptible or evidences any of the many rejection patterns? To the child, the impression is conveyed, through emotions and actions (strong co-workers), that the parent wishes the child had never been born. The loss of one

parent, particularly through divorce, robs the child of a sense of security. The pampered child has learned to depend upon his parents and to expect pleasure with but little responsibility. On the other hand, some parents are overly severe, thereby causing a strained relationship with the child. In some cases, there is a conflict between parents over the control of the child, one parent being too indulgent and the other too strict.

The most potent cause of delinquency, however, is the broken home. Since the family is the heart of our civilization, it is a telling accusation against our type of civilization to say that the maker of social deviates is the American home. In all surveys of delinquents, feeble-minded children and border cases are eliminated.

A child without normal affection shown him develops a warped personality; he is beset by worries, fears and compulsions. Encircled by insecurity and disaffection, he develops a deep-seated hostility toward the adult world and tries to even up the score between himself and society. It is only natural for him to seek associates who will accept him, a gang to which he can belong. All too often, the only crowd he finds is the one made up of delinquent boys who also are seeking approbation and the security of belonging.

Home Relationships Must Be Right

We speak of boys oftener than girls in discussing delinquency for the ratio of delinquent boys to girls is 6 to 1. The runaway girl is evidence of a bad psychological relation between herself and her parents. She has escaped from a house that was probably never home to her. In some homes, the daughter is nagged and criticized by parents in their effort to control her but is seldom given a word of praise. Surveys show that the amount of education, church attendance or financial stability of the parents makes the difference if there is present in the child a hungering for affection or suffering because of the lack of parental love and care. What does matter a great deal is the amount of intimate understanding between parents and the child.

The overtones of right conduct, focused in a myriad of patterns and designs, are derived from the emotional side of human relations. In early life, the child absorbs parental ideas and patterns of right and

wrong. But too often today those ideas of right and wrong are oversaturated with selfish individualism expressed in the breaking down of rigid attitudes and beliefs.

Children accept as correct actions today displays of actual dishonesty, exploitations and unfairness that their own parents indulge in. The idea of "getting all they can while the getting is good" militates against the successful upbringing of children. Extreme aggrandizement on the part of parents which pervades some households seeps like a poison into the heart and soul of a little child. This is happening while the parents are loudly proclaiming lip service to worthy character values.

Parent Education Needed

Modern leaders in child guidance study the family rather than just the delinquent child in attempting to find the cause of his behavior. It is grossly unfair to treat and correct the child only. There should be nationwide parent treatment and parent education. Our young people who will become the parents of the nation ought to receive some education in parenthood. Two sciences of today, namely, therapeutics, which has to do with the physical and psychological treatment of disease, and etiology, which has to do with the causes of disease, ought to be used in the study and treatment of delinquency.

The juvenile court is the agency with the right to act in cases of delinquency, but it is restricted by law to act only after something has happened, *i.e.* after the child has committed an offense or when sufficient data are gathered to show evidence of a child's having been neglected. There are many agencies in the community that help with the problem and many juvenile courts have gone far beyond their actual jurisdiction in forestalling trouble.

Men and women of keen social insight have realized for a long time that a child who has done wrong ought not to be treated in the same manner as an adult. This year marks the forty-seventh anniversary of the birth of the juvenile court movement in America. Society has made rapid progress in developing a more understanding attitude toward juvenile delinquency in the last twenty years.

No publicity is attendant upon juvenile court cases, but an intimate

discussion takes place in which the parents (guardians), the child and the judge or probation officer take part. Many leaders appreciate the need of having a psychiatrist on the board to study cases. Because of the differences in social, economic and cultural structures in various localities, it is better to have separate control with no uniform jurisdiction and proceedings.

In Massachusetts, probation officers are used; in Philadelphia, the superintendent and medico-psychologist of Remand Homes, and, in New York, the Bureau of Adjustment with its corps of experts is in control. The aim of all agencies is to restore the child to society as a better adjusted person.

An effective and unique development of school and juvenile court relations was established in San Luis Obispo, Calif., by using every agency in the community. Judge Ray B. Lyon, a man of keen insight and unusual abilities, called upon school principals and the probation officer to work with the juvenile court in making a study of pupil adjustment and the juvenile court action. Early symptoms of the pupils were studied, with the group meeting once or twice a month to discuss problems.

All Agencies Included

Later, a much larger group included all the agencies of the school and the community: the school guidance officers, deans, psychologists, school nurse, director of child welfare, club leaders and attendance officers. This group made policies which blended individual and communal aids with far-reaching results. When every agency in the community "gets bothered" about delinquency and puts its head and heart into solving the problem, results can be expected.

Teachers must understand that the school is only one of the agencies for combating delinquency. Preventive education in the community must lead a child to his own generation and anchor him to it. Guidance clinics are for the purpose of discussing difficulties and of bridging the gap between the child and the parent, the child and the teacher, the child and healthy companions, the child and the community. Let us realize that delinquency is an indictment against every agency in the community and let us accept the challenge to do something about it.

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What About Extra Pay for Extra Work?

ONE are the days when teachers carried an extracurricular world on their rounded shoulders with a proud smile at the spectators and only a murmur of protest to the principal or superintendent of schools.

Most of them now bear the weight of extra duties either with a rumble and roar or with a smug smile of superiority, depending upon whether or not their pay check has been fattened. If the pay check reflects their special status, this fact is resented by their less vociferous colleagues who may be putting in plenty of overtime on less showy tasks.

It's a problem anyway you look at it. There may be a good solution, in the opinion of 40 per cent of those who replied to this month's poll on the question. This many schoolmen think the answer is to pay adequate salaries to all teachers and forbid extra pay for extra hours. It's a nice way out, if they can swing it.

The precise question sent to a cross section of 500 administrators was: "What is the best way to handle the demand of certain teachers for extra pay for a heavy extracurricular load?" At the time the tally was made, 151 of the questionnaires had been returned.

Five possible attacks on the problem were given in the questionnaire, based on suggestions made at a panel discussion on the subject at the A.A.S.A. convention in Atlantic City in early March. Respondents added a few suggestions of their own. They were asked to note their first, second and third choices of method.

Adequate pay with no extra remuneration for extra hours is probably only the theoretical first choice of the respondents. A number regard it as the ultimate solution, coupling it with an equalized load. Adequate pay ran up a total of one fourth of the choices which were expressed by the voters. Practical men, the respondents ap-

parently do not see their way clear to banishing the extra pay problem by assuring every teacher of adequate pay. Therefore, another one fourth mention as a first, second or third choice the division of teaching duties into two categories, one of which is allowed extra pay, the other not. This is the Philadelphia plan, of which Dr. Alexander J. Stoddard is the chief exponent. A fair number of schools seem to be using this method. It was the plan of first choice of 37 respondents, or 24 per cent of those returning the questionnaire.

Equalizing the teacher load, permitting the late arrival of those who work evenings or Saturdays was third in the running both in the first choice category and in the sum of the three choices. This plan works well in Oakland, Calif., and some other cities.

Fourth on the list of possible solutions comes the method of paying for all extra hours beyond a certain number a week. Milwaukee schools operate under this system satisfactorily.

To the suggestion of doing away with all interschool activities that require prolonged coaching, the schoolmen are tepid or even cold. It was a choice of less than 4 per cent of the voters in first, second and third spots combined.

Some schoolmen suggest the making of many extracurricular duties curricular or the elimination of all activities for which there is no reasonable teacher load plan. Others suggest adding part time or full time teachers for extracurricular work only.

Another recurring suggestion is to consider the hours involved in each teaching position and set an appropriate salary for it when the contract is written.

Many administrators deplore the trend toward "piece work" in the teaching profession. "Hire teachers, if possible," advises one schoolman, "who have cultivated or will cultivate the professional attitude. Teachers are rapidly lowering themselves to the portal-to-portal basis."

QUESTION ASKED, OPINIONS EXPRESSED

Question: What is the best way to handle the demand of certain teachers for extra pay for a heavy extracurricular load?

Plan Preferred	1st Choice	2d Choice	3d Choice	Totals
Pay adequate salaries to all teachers and forbid extra pay for extra hours.....	60	21	15	96
Divide teaching duties into two categories, one of which is allowed extra pay, the other not.....	37	29	30	96
Equalize teaching load, permitting late arrival of those who work evenings and Saturdays.....	29	36	22	87
Pay for all extra hours beyond a set number per week....	19	26	33	78
Do away with interschool activities that require prolonged coaching.....	3	2	8	13
Other suggestions.....	3	1	0	4
	151	115	108	374

Liability for School Accidents

THE number of suits reaching the higher courts of our states which involve school accidents seems to be diminishing. It is difficult to judge whether this is because of a decreasing number of accidents and an increasing safety consciousness or a despair over the archaic rules of law prevailing in most states, which forbid recovery of damages against negligent school boards.

In any event, our courts are still reaffirming as a doctrine of current law a rule deriving its rationale from the time when kings were regarded as divinely ordained and, therefore, not subject to suit. For example, in Kentucky a laborer fell off a scaffold while dismantling a school gymnasium building. He sued the school board, claiming negligent construction of the scaffold.

The Kentucky court ruled against the injured workman on the old doctrine that a public agency performing public services is immune from liability for accidents even if such injuries are the result of negligence.¹

In West Virginia, a 6 year old girl alighted from a school bus and was killed while crossing the road. Suit was predicated on two factors: (1) the bus driver was negligent in signaling the automobile to proceed before the child safely crossed the road and (2) under the school board's contract, the bus operator was required to purchase liability insurance. Here, too, the court applied the rule of governmental immunity.

The court went on to say that the board of education could not change its immune status by acquiring indemnity insurance. The statute authorizing purchase of such insurance did not impliedly abolish the existing governmental immunity.²

Statutory Liability. The rule of governmental immunity from liability for injuries resulting from negli-

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gence can be, and has in some instances been, partially waived for certain fields, such as school transportation or athletic field accidents, or even completely abolished. In such instances, however, it is necessary to pay strictest heed to the provisions of such statutes. So, in New York, a whole suit failed because of the improper filing of the claim against the school board.³

Where there is complete statutory waiver of the governmental immunity, the school may find itself exactly in the same situation, in respect of liability suits, as private individuals. For example, where a state agricultural and technical institute had its carpentry students constructing a private building as part of their instructional process, the school was bound to comply with the requirements of the labor law of the state in the furnishing of safe scaffolding.⁴

What's Negligence? Where recovery is possible against a school board, or where suit is brought personally against teachers (who are always liable for their own negligence⁵), the basic question always is: Was the injury caused by negligence? Two recent New York cases are instructive in this regard.

In one, a pupil had part of his finger cut off in a shearing machine. He was trying to extricate a piece of metal from the machine when another person stepped on the foot treadle. The court sustained a judgment for the injured pupil. There was sufficient proof, ruled the court, for the jury to find the school board negligent in failing to have the machine locked or in leaving the machine unattended for an unreasonable length of time or in the failure

of the teacher (who was only 9 feet from the machine) to observe from time to time whether the machine was being tampered with or used.

The court also found fault with the failure to warn the pupil against using the machine in his project. "But for the negligence of the teacher," ruled the court, the pupil could not have been injured by a third person's action.⁶

In the other New York case, the injured pupil was 8 years old and in the second grade. During lunch-recess, children were permitted to gather and play in the 1 acre playground for half an hour before the afternoon session began. The school board issued no instructions for supervision; no teachers were assigned to supervise the pupils, and the only person in charge was the principal.

The plaintiff came to the playground shortly before 1 p.m., when the afternoon session began. Just before 1 o'clock the telephone rang and the principal went to answer it. The plaintiff was hit in the eye, and seriously injured, by a stone batted by another pupil. The question before the court was whether adequate supervision had been provided and whether there was a proper place for the children to wait in the recess.

The court in a 3 to 2 decision ruled that there was no negligence. "Teachers could not be expected to watch all movements of pupils. . . . The board could not be expected to anticipate the action of each pupil." There was no claim that the principal was negligent or any showing that previous conduct on the playground suggested the necessity for vigilance.⁷ Whether this decision would be sustained is uncertain.

Bus Accidents. In Kentucky, a pupil was injured in an unusual accident. The school bus in question was so constructed that a steel rein-

¹Thacker v. Pike County Board of Education, 301 Ky. 781, 193 SW (2) 409 (1946).

²Bradfield v. Board of Education of Pleasants County, 36 SE (2) 512 (W. Va., Dec. 1945).

³Application of Halloran, 65 N. Y. Supp. (2) 569 (1946).

⁴Weber v. State, 53 N. Y. Supp. (2) 598 (1945).

⁵Rosenfield: Liability for School Accidents, Harpers, 1940, Chap. IV.

⁶DeBenedittis v. Board of Education, New York City, 67 N. Y. Supp. (2) 30 (App. Div. 12/16/46).

⁷Wilbur v. City of Binghamton et al, 271 A.D. 402, 66 N. Y. Supp. (2) 250 (Nov. 1946).

forcement bar extended around the entire bus interior, in the shape of an angle iron. When the bus door opened, this bar formed a 1 inch shelf over the door top. In alighting, plaintiff put his hand there and caught his ring; when he stepped down, his weight tore the skin off his finger.

The court ruled for the school board. There was no duty to discard usable and reasonably safe equipment as more modern equipment appeared on the market. The court

applied the basic test of negligence: Did the defendant fail to foresee "some such accident as finally happened" and fail to take protective measures? Here, said the court, it was not reasonable to anticipate this chain of circumstances and, therefore, there was no negligence.⁸

In a Washington case, involving a 14 year old boy who was killed by a school bus, the court ruled that it was for the jury to decide whether

⁸Roland v. Coleman, 198 SW (2) 978 (Ky. 1/14/47).

there was any negligence, where the proof showed that the school bus driver sometimes stopped in the bus zone and at other times continued around the corner, thereby requiring children to run after the bus.

"The highest degree of care consistent with the practical operation of the conveyance" is necessary in school bus operation and this duty obtains during the time the passengers are being collected.⁹

⁹Webb v. City of Seattle, 22 Wash. (2) 596, 157 Pac. (2) 312 (1945).

The Church as Educator

A Review by **BOYD H. BODE**

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THIS interesting book derives its interest in part from the fact that its author is a professor (emeritus) in the Colgate-Rochester Divinity School and thus offers significant documentary evidence of the reorientation in thinking that is taking place in theological circles.¹

As the author says: "Life is development, the continuous development between the living organism and nature. The older religious synthesis of Christendom has been dissolved by the modern environment. A new religious synthesis based on science is forming. If this means modification of religious doctrine, so be it. Religion has ever been subject to change." (p. 171.)

Christendom, as the author points out, was the product of a synthesis, the synthesis of Europe's civilization with Christianity. It was a process which turned the ethical religion of Jesus into a theology of a dying and rising saviour; a process which absorbed the magic, mythology, folklore and philosophy of Europe and built it into a structure which claimed divine sanction and power and which exacted unquestioning obedience to its authority. What is more, it managed to entrench itself in a position of power for centuries on end.

The inadequacy of this synthesis

has become increasingly apparent in modern times. In its original form, as the record shows, it provided no adequate protection against inhuman treatment of women, Negroes and Jews. Consequently, when Nazism came into power, the churches of Germany were unable to offer effective opposition. They were hampered by "their refusal to abandon the medieval religious synthesis and construct a synthesis which twentieth century western religion needs so desperately." (p. 30.)

It is this same refusal which makes so much of our missionary effort futile, or worse, since it means the subordination of the ethics of Jesus to dogma, which means that it is an attempt to impose a foreign way of life, instead of reshaping the native culture in the direction of the ideal of the brotherhood of man.

Why Social Gospel Failed

Even the modern emphasis on the social gospel in our churches failed largely of its purpose because it could not shake off the handicap of the "frame of reference" or "religious synthesis" within which it operated, with the result that "it did not win labor to increased membership in the churches. It made individual ministers socially minded, but it did not alter the general direction of the American churches. It was an inspirational tonic, not a major operation upon the structure of society. It

employed an authoritarian course of action to achieve democratic ideals." (p. 53.) And, last, this traditional frame of reference fails completely to fit the requirements set forth in the charter of the United Nations. (cf. chap. 3.)

This is a sweeping indictment. What it all adds up to so far is something like this: Historic Protestantism did not meet the situation fully because it did not shake off the incubus of authoritarianism. The reconstruction of the social order has become humanity's imperative task. This task cannot be performed satisfactorily within the framework or synthesis of historic Christendom. Moreover, the attempts at religious education within this framework have been a conspicuous failure. (chap. 5.)

"Authoritarianism is helpless before the complicated religious issues of today. Its partnership with the civilization of Europe is dissolving. Meanwhile, racialism holds sway; Christianity's claim to uniqueness has been surrendered; Christianity does not dare to become too socially minded, and its educational system needs a primary repair job." (p. 64.)

In our American life, as the author shows in some detail, higher education inevitably became divorced from sectarianism. This is just another way of saying that a basis was being prepared for a different kind of synthesis. Authoritarianism found itself

¹Moehlman, C. H.: *The Church as Educator*, Hinds, Hayden and Eldredge, New York, pp. VI, 184. \$2.

increasingly challenged by scientific discoveries as well as by scientific method.

On the theological level this often took the form of "higher criticism," which dealt with doctrines in terms of historical development. This, however, did not automatically result in a new synthesis; it did not provide a principle directly for positive belief and conduct. While the author does not say so in so many words, it seems clear that a clue to the new synthesis which is needed is to be found in the American system of free public schools, which is based on the idea of the brotherhood of man, in exclusive reliance on empirical ways and means for extending common interests and purposes among men.

A passionate devotion to the cause of building a kingdom of heaven on earth and a willingness to develop moral and spiritual standards as required by this purpose come close to being the essence of religion for the modern man. This new synthesis, however, requires a reinterpretation or redefinition of all the familiar concepts, such as personal religion, institutional religion, salvation, God, and so on, all along the line. How satisfactorily the author meets this requirement the reader must decide for himself.

It is clear, however, that this approach repudiates authoritarianism and revelation in all their forms. "Spiritual insight' is not 'competent to pass on matters of morals and government, of cosmic order and of historical fact.' Churches in all the religions of the world have inspirational value. This apology for the religion of the churches is a complete reconstruction of the churches' own claims and faith, granting them primarily societal significance." (p. 175.)

This free, perhaps too free, translation of the author's meaning may serve at least as an indication of the general point of view from which he passes judgment on the present scene. It explains his rejection of the accusation that our democratic education remains godless and materialistic, unless provision is made for "religious" (i.e. authoritarian) instruction to supplement its program. It gives point to his incisive criticism of the "released time experiment" (chap. 10.) and similar attempts to break down the principle of separation between church and school and get sec-

tarianism back into the schools.² Above all, it shows why the author declines to offer us another fatuous "reconciliation" between religion and science and insists instead on calling his shots. The issue for him concerns philosophic outlook, the reinterpretation of religious concepts and values; it is that and not something else. He leaves no doubt of his con-

²For an elaboration of this theme, the reader is referred to *School and Church: The American Way* by the same author.

viction that we are at the parting of the ways; that we must either look to the past for our standards for belief and conduct or else turn to the future, which scientific discovery and scientific method have placed in a new perspective.

The book is a real contribution, both because of the clarity, the emphasis and the courage with which the issue is presented and because it points out the only road which offers any hope of a lasting world peace.

Alaska Leads the Way

WILLIAM H. SEAMAN

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IN APPLYING for statehood, Alaska can point with pride to its education system, to its teacher salary schedule and retirement plan and to the generally high professional standard maintained by educators.

At the extraordinary session of the 17th legislature in 1946, the legislators established a minimum salary for all teachers, to become effective July 1, 1946. This schedule was improved by amendment in 1947. Because of the unusual size of Alaska and the variability of costs the schedule had to be pliable enough to guarantee a fair wage to all teachers. Alaska has always been divided into districts educationally and the schedule was worked out according to the district wherein the educator taught.

In brief, the amended Minimum Salary Law reads as shown in the table below.

Two years ago the Alaskan legislature passed an excellent teachers' retirement bill. The essentials of this act include the following provisions.

Every certified teacher who has taught school twenty-five years, of which at least fifteen have been spent in the public schools of the Territory, shall be eligible to retire from active teaching service and, upon reaching the age of 55 years, shall be entitled to receive a retirement salary of \$1200 annually, payable in four quarterly installments. Teachers must have taught at least the last five years of their teaching service, prior to retirement, in the Territory. A teacher is also required to pay into the retirement fund an amount equal to 25 times \$90. No teacher shall be required to pay a greater sum than this.

A teacher who becomes permanently disabled for teaching while employed as a teacher in the Territorial schools shall be entitled immediately to the benefits of the retirement system at the time of his disability in the same proportion as his years of service bear to 25.

Membership in the retirement fund is compulsory.

DIVISION	ALASKA EXPERIENCE	3 YEAR TRAINING	4 YEAR TRAINING	5 YEAR TRAINING
First.....	None.....	\$3000	\$3080	\$3200
Third.....	None.....	\$3240	\$3320	\$3440
Second }	None.....	\$3400	\$3480	\$3600
Fourth. }				

*Two years' outside experience equals one year Alaska experience up to two years' Alaska credit.

A minimum yearly raise of \$100 is provided in the bill.

Nothing in the law is to be construed as prohibiting salaries higher than those called for by the schedule.

Four years' training means the possession of a bachelor's degree.

Five years' training means the possession of a master's degree.

A new teacher is placed on the salary schedule according to her training plus experience and must be paid that amount.

THE larger the unit of government determining public policy, the more potent pressure groups become in the development of policy. The proposed Educational Development Act (S. 2499) attempted to establish a national policy in education by a federal legislative act which would negate policies established by popular referendum and constitutional enactment in various states.

It attempted to obtain federal legislative sanction for policies which pressure groups have not been able to have sanctioned by state and local legislative bodies. Indeed, the bill did not reflect a unified national policy but a merging of the conflicting policies advocated by pressure groups.

Methods of Control Advocated

A major development envisaged in the bill was a change in the pattern of control of education. It subsidized and promoted an educational system controlled by private groups, corporations or institutions through:

1. Providing liberal federal aid for nonprofit, tax exempt schools.

2. Granting scholarships to pupils who attend such institutions, thereby granting still more aid to these institutions.

3. Mandating higher expenditures in public schools than in nonprofit, tax exempt schools, by requiring minimum salaries, merit appointments and retirement provisions for teachers in public schools but not for teachers in other schools.

4. Granting these aids directly to the schools and individuals when a state refuses to accept the federal aid under such conditions.

If any group is allowed to control its own schools, select its own teachers, operate cheaply and still receive public support, other groups are forced to pursue the same policy. A tax supported public school system controlled by all the people in which all are eligible to teach can hardly avoid disintegration if some can control their own tax supported schools and select their own teachers and still retain the right to control public schools and teach in them. If this policy is to be determined on the federal level, it should be by an amendment to the federal constitution, so that the citizens in the vari-

S. 2499

*merges conflicting policies
of various pressure groups*

ARVID J. BURKE

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ous states, and not pressure groups, can make the ultimate decision.

Another important development implied in the proposed bill was a specified federal minimum program of educational services for a five year period. During this period the states must spend certain specified percentages of the federal funds for designated services. Furthermore, states must at all times have plans conforming to national standards regarding teachers' salaries, retirement provisions and merit appointments in public schools as well as to national standards concerning equalization of opportunities, school buildings, transportation and compulsory attendance. Textbooks must be free and public services other than instruction must be provided for all nonprofit, tax exempt schools.

Teacher Preparation Neglected

No provision was made for preparing teachers to render the services; no standards of teacher preparation were established. In five years states were to provide and equalize services for which it would take four or five years to prepare teachers under reasonable certification requirements. What kind of development would emerge from such federal planning, even if state and local variations could be provided for under strictly arbitrary standards?

A third development of the bill was that the states would be stimulated to increase the quantity of services regardless of the need for improving the quality of what they are now providing. Advocates of preelementary education, community recreation, adult education, special education, health and physical education, public libraries and camping all have had their special interests recognized. The weighing of one demand against other demands, the budgetary process, would be restricted by priorities for special interests.

Most Defensible Development

A fourth development, probably the most defensible, was the provision for using part of the funds to strengthen state education departments and to provide for educational research in states, school systems and institutions of higher learning.

Research, strengthening of state and local units of administration and teacher education (not mentioned in the bill) are the prerequisites to a sound national development in education. With leadership, knowledge and sufficient qualified personnel in the states, federal money will purchase a high national level of educational opportunity. Unfortunately, the bill also provided for circumventing state agencies, which was another concession to pressure groups.

S. 2499

*is the pattern for a fair
federal aid to education law*

REV. WILLIAM E. McMANUS

National Catholic Welfare Conference

AN APPRAISAL of the bill S. 2499 requires consideration of its economic, educational, political and religious implications. Thus appraised, Senator Murray's proposal was a comprehensive and equitable solution for the problem of more nearly equalizing educational opportunity among the states. The bill's administrative defects could have been corrected by perfecting amendments.

Sound Economic Philosophy

A sound economic philosophy, inspired by the economic needs of each and every individual citizen, was reflected in the proposed annual \$2,000,000,000 expenditure for education. The bill regarded "adequate educational opportunity" not merely in terms of minimum services but in terms of the fullness of education as measured by the aggregate of educational services to which every American child is entitled. Not only did the plan propose to raise educational opportunity to a level commensurate with a more equitable distribution of educational funds, it aimed also to peg educational standards at a point commensurate with the total national resources actually available for educational purposes.

The reasonableness of a \$2,000,000,000 expenditure is best appreciated in the perspective of our perennial national problem of providing

stable and full employment. It is to be noted that Senator Murray was a sponsor of the full employment bill. Although many economists generally do not look to public spending as a panacea for our national economic ills, they do assume that at least for the indefinite future a considerable volume of public spending will be necessary to take up the slack caused by the chronic failure of our economic system to provide full employment and full production.

In the past, programs of public spending have suffered from haphazard planning. One of the principal merits of S. 2499 was its balanced program, planned scientifically in advance and aiming at an orderly and rational type of public expenditures for goods and services which will promote the general welfare. The economic theory of S. 2499 will give little comfort to the school administrator who favors both an immediate balance of the federal budget and a nationwide equalization of educational opportunity.

Parents' Rights to Choose Schools

S. 2499 acknowledged that the primary and imprescriptible right in education, including the right to choose a school, belongs to parents. Thus, it required that a state plan for the use of federal funds provide that "public services, other than instructional services, shall be equally

available to all children attending nonprofit tax exempt schools *selected by their parents* and meeting the requirements of the state's compulsory attendance laws" [*italics mine*]. This provision was simply a practical implementation of the Supreme Court's decision in the Oregon case:

"The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations."

The Murray bill and the Oregon decision go together like the Negro's right to vote and the repeal of the poll tax, like the right of collective bargaining and the right to strike, like the right to a job and the F.E.P.C., like the right to a decent home and rent control, like the right to a stable farm income and agricultural subsidies. The rights of American citizens to vote, to have a decent livelihood, to assemble freely, to choose a school are not governmental concessions. They are derived from the personal dignity of the individual.

Government's Role

It is the government's responsibility to protect and enhance these rights by upholding them against direct or indirect interference and by implementing them with an equitable distribution of tax funds and by a sound national economy.

Under a totalitarian government the citizens retain their right to vote—for the dictator—and parents retain their right to choose—the government school. Even a democratic government comes dangerously close to the totalitarian method in education when it tells parents, "Here's the public school. Take it or leave it. If you leave it, you must pay your own way in providing education for your children at a parochial school." Certainly, the parents of parochial school children must get the impression that the government has the main interest in the child's education,

that education is a governmental service like police and fire protection and that, if the parent does not like the government's educational service, he must withdraw his children from the free, nonsectarian public schools at his own expense.

One would gather that all parents are expected to turn over their children to the public schools for a "melting pot" Americanization process. I wonder if a "human melting pot" is a desirable feature of a democratic society. To me democracy means "not merely the right to be one but the right to be many in the pursuit of a common goal."

A major factor in the public apathy toward the present crisis in

public education is the insidious assumption that education is more a governmental service than a parental responsibility. Parents are waiting for that impersonal thing known as the state or the government to do something about improving the schools. They do not take a personal interest in the schools.

A glorification of public education as a governmental service has conditioned the American mind for an unsuspecting acceptance of complete governmental control of the nation's schools by a socialistic regime, should that political catastrophe ever strike this nation. A law like that proposed by S. 2499 would keep the government in its proper place when it

urges the financing of any school meeting legitimate standards. It guarantees educational freedom.

S. 2499 was politically sound. In it the federal government was prohibited from interfering in any manner with the educational prerogatives of the states and of the schools. The bill did not require a state to spend one penny of state or local tax funds for nonpublic schools, and even in the matter of disbursing federal funds to nonpublic schools the state was given an option of serving as a trustee for the share allotted to nonpublic schools or of directing the federal government to deal with them.

I recognize that most of the states have constitutional or statutory prohibitions against the use of state or local funds in aid of nonpublic schools, but it is noteworthy that between 1875 and 1929 attempts to amend the federal constitution so that federal funds would not be used for sectarian institutions failed 20 times. May not the present Congress reasonably conclude that in equalizing educational opportunity it is following the wishes of the people when it extends aid to all qualified schools?

Church and State Separated

S. 2499 respected the traditional principle of separation of Church and State. It did not require the federal government to don the robes of a theologian while prying into the internal affairs of any school to determine whether or not religious instruction is a part of the curriculum. It made no rash, theological assumption that a parochial school is a church rather than a school. It gave no blessing to any theory on the relationship of religion to education.

It set only one criterion for eligibility: Is the school a tax exempt, nonprofit institution which meets state standards for compliance with compulsory education laws? True to the traditional meaning of separation of Church and State, the bill did not vitiate a school's eligibility because religion is included in the school curriculum or because the school is conducted under the auspices of a church.

Any bill resembling S. 2499 probably won't pass in the 80th Congress, but the sponsors deserve a vote of thanks for forecasting a pattern for a fair and reasonable federal aid to education law.

Teacher Growth in Service

A. V. OVERN

Professor of Education, University of North Dakota

HOW can teachers acquire the knowledge that will refine the crudeness of former instructional efforts? Should they acquire it through the absorption of instructional theory without immediate practice? Or should they exercise more intelligently day after day the functions which, ideally, are part of their instructional activities anyway?

With such thoughts in mind, I persuaded two students who hold supervisory positions in rural Pennsylvania to study evidences of the growth in professional competence of their teachers during a campaign for instructional improvement in their schools. The teachers were encouraged to perform some of the more ideal functions of their office and their actions were observed informally and records were kept.

One student is a supervising principal in a small school. He cooperated with a teacher of reading in the fourth, fifth and sixth grades to improve the skills and facility of the pupils in reading. He recorded changes in the activities of the teacher which he was willing to accept as evidence of her professional growth during the semester of the reading campaign.

The other student is superintendent of schools in a rural county. He gave all his teachers freedom to join or not to join a campaign to

observe the conduct and attitudes of individual pupils, visit their homes and record specific actions and expressions in reports which were then filed and locked up. The records were anecdotal and indicated specific acts and attitudes related to character, citizenship, health, home relations, learning ability and other vital matters.

The superintendent carried on a continuous campaign of cooperative encouragement, recorded what he and the teachers did and noted all the evidences of the apparent professional growth of each teacher who took part. This careful study of the individual pupils and the methods of observing them took most of the effort for the first semester.

In the second semester, the teachers carried out further the study of pupil characteristics and hunted for books, other materials and suitable activities to meet the individual needs they observed. They went in groups to the state lending library to examine books for numerous grade and ability levels and for variety of interests.

This project seems to be stimulating the professional growth of the teachers. A majority of the teachers became interested in it and everyone took some part. The procedure shows enough promise to be recommended to others.

Chalk Dust

The Budgeteers

IN MANY schools, June is the month when the school budget is playfully slipped to an unsuspecting public and many an otherwise competent school administrator falls flat on his face because of his inability to add 2 and 2 and come up with 5. These amateur budgeteers should thoughtfully consider some of the technics which have brought success to their more experienced colleagues.

The easiest type of budget, and one which is perennially popular with school authorities, is the Legalistic Budget. Entirely without sex appeal or extrasensory perception, it glories in its ability to confuse the public. Simple explanations are eschewed; the most tortuous vocabulary is employed. Such a budget is usually modeled after the rulings of the late O.P.A., including court interpretations thereof.

When these explanations become too simple, a half dozen logarithmic tables may be thrown in and under extreme provocation the total figures should be listed in English pounds or short tons, preferably from the black market. For complete effectiveness, the budget should be published upside down next to the obituary notices in the rural edition of the local press.

The more creative budgeteers shun such simplicity as the Legalistic Budget. They incline to the Hidden-Pass Budget adapted from the sporting page. In this strategy, the main figures are placed squarely "on the line," until the emphasis seems to be on straight power play. As soon as the opposition concentrates its forces against this line, the budgeteer calls for a quick pass from center to an end carefully concealed on the sidelines. To effect a touchdown, deception and shiftiness are important. In case the pass fails, the rule book may be thrown at the opposition and the power line brought into position for an all-out assault. The Hidden-Pass Budget is not recommended when the field is too rough, inasmuch as one stumble may be fatal.

The really cautious budgeteer, however, places his reliance on the Tax-Conscious Budget. The budget is democratically formulated by the teachers and others most concerned. Then the budgeteer cuts the original by 20 per cent across the boards. This is a warming up exercise, merely, and not to be interpreted seriously. The budgeteer deducts another 10 per cent for losses from fire, storms, shipwreck and library books (see Instruction D). A further cut of 5 per cent for guidance services and toilet tissues is in order. (Note: there is also an allowable deduction

of \$500 for the blind.) The total budget is then recalculated excluding the breakage and 1 per cent is deducted for moving expenses to another community. Such a move leaves the incoming administrator holding the bag and it's good enough for him, the dope.

« »

To a Beloved Daughter

*My life and love are all entwined,
Bound up in Karen Sue;
She has her father's brilliant mind
(His disposition, too).
But when she's sweet, she's awful sweet,
When gentle, she's so mild,
I hate those neighbors who repeat
That she's a problem child.
I've loved the darling creature
From her earliest pitter-pat
But my heart bleeds for the teacher
Who gets the little brat!*

« »

They Also Serve

IN EARLY Colonial times, according to Jacobson and Reavis in their admirable volume, "The Duties of School Principals," (adv.), the principal served as town clerk, church chorister, official visitor to the sick, bell ringer of the church, grave digger and court messenger.

Alas, those good old days of slothful simplicity, when a principal labored but twelve hours a day, are fled. Today, in addition to all the aforementioned minor duties, the school administrator must act as emergency bus driver, fill-in for missing Rotary speakers and organizer of the Community Chest. He must be a psychiatrist, psychologist, supplier of missing words for crossword puzzles and have a working knowledge of nursery school procedures and animal husbandry.

Besides all this, in the face of a clothing shortage, he must possess two shirts for he is bound to lose one periodically.

The time has gone when a school administrator can get by simply with a good bass voice and an ability to make merry at the annual strawberry festival.

Frederick J. Morris

NAMES *in the* NEWS

Superintendents

Charles E. Greene, superintendent at Denver, Colo., will retire September 1 to become director of placements for the University of Denver. He has been with the Denver schools for twenty-four years. He will be succeeded by **Kenneth E. Oberholtzer**, superintendent at Long Beach, Calif.

Edmund H. Thorne who has been assistant superintendent of schools at Lansing, Mich., since his retirement from the faculty of Michigan State College three years ago has been elected superintendent of schools at West Hartford, Conn. He will succeed **Supt. Lloyd H. Bugbee** who has reached retirement age. Dr. Thorne will assume his duties August 1.

A. B. Phillips, school administrator for sixteen years in Alaska and for the last thirteen years superintendent of the Juneau public schools, retired May 23. He has been in the teaching profession for twenty-six years and is planning to enter business in Juneau.

H. Claude Hardy, superintendent of schools at White Plains, N. Y., has resigned, effective September 1. He will be succeeded by **Frank H. Nye**, principal of White Plains High School.

George T. Cantrick, superintendent at Monroe, Mich., was elected president of the Michigan Schoolmasters Club for the coming year to succeed **Prof. Edgar Johnston** of the University of Michigan School of Education.

Miscellaneous



D. J. Rose

Dr. D. J. Rose, president of the North Carolina State School Board Association from 1945 to 1947, was chosen president of the National Council of State School Board Members for 1947-48. Dr. Rose has been outstanding in North Carolina as both a civic leader and a school board member. Besides carrying on an exacting medical practice, he has been active in boy scout work, farming, business and other community activities. As a school board member at Goldsboro, he

has been noted for his vision and progressiveness.

John J. Donovan announces his return to the practice of school architecture in partnership with **Ralph N. Kerr**. Their address is 950 Parker Street, Berkeley 2, Calif. Dr. Donovan is one of the oldest practicing school architects on the West Coast.

Principals

William Gulden, elementary school principal in Columbus, Ohio, has been made principal of the Upper Arlington High School, succeeding **Ivan Davis** who became state assistant commissioner of athletics May 1.

Thomas J. Abernethy, principal of Westfield High School, Westfield, Mass., has been named superintendent of schools to succeed **Chester S. Stiles** who is retiring later in the year. **Ralph W. Haskins**, principal of Brockton High School, Brockton, Mass., has been elected principal of the Westfield school.

Quill E. Cope, former superintendent of schools of White County, Tennessee, and a naval veteran, has been appointed principal of White County High School. **W. A. Walker**, who served as principal since 1938, has resigned and will return to the school as head of the history department, a position which he formerly held.

Roy T. Nichols, principal of Golden Gate Elementary and Junior High schools, Oakland, Calif., is retiring after forty years' service in the school field.

A. O. Cooperrider, for thirty-four years principal of the Arcata High School, Humboldt County, California, has announced his retirement. He has been in educational work for forty-five years.

Paul W. Sykes, principal of the Mansfield High School, North Attleboro, Mass., is resigning at the end of the present school year.

S. Clay Coy, principal of Lawrence Junior High School, Lawrence, Kan., is the newly elected superintendent of school district No. 50 at Westminster, Colo.

Laurence H. Scanlon, assistant principal of Fitchburg High School, Fitchburg, Mass., has been elected principal, to succeed **Bertrand W. Hayward**, resigned.

Charles B. Cosman, principal of Martin Van Buren High School at Kinderhook, N. Y., has been appointed supervising principal of the Islip High School, Islip, N. Y., succeeding **Lawrence C. Lobaugh**.

Herbert C. Bettinger has been appointed principal of King Ferry Central School, King Ferry, N. Y., replacing **L. Roscoe Francher** who has accepted the principalship of Central School at Pavilion, N. Y., from which **Clarence A. Brooks** will retire in June after twenty-three years of service.

J. Arthur Rich is to be the new principal of Central School at Edmeston, N. Y., beginning July 1, going to that community from Stamford, N. Y., where he has been supervising principal of the Central School for the last thirteen years. He is replacing **George Purple** who has resigned to accept the principalship of the Beaver River Central School.

Charles L. Bowlby, principal of Dalton High School, Dalton, Mass., is resigning.

Arthur Silvester, principal of Franklin High School at Plainfield, Vt., for the last four years, has been chosen principal of Plainfield High School, succeeding **George Allison** who will become principal of Northfield High School, Northfield, Vt., in the fall.

John Buller Jr., principal of the high school at Larned, Kan., for the last three years and coach previous to that time, has been appointed principal of the high school at Lyons, Kan. He will fill the vacancy created when **Oscar Foote** becomes superintendent. Mr. Foote is succeeding **E. G. Granners** who is retiring from the profession at the end of the school term.

M. L. Plumb, principal of Reitz Memorial High School, Evansville, Ind., is resigning after forty years in the Evansville school system. **Niel Pierce**, assistant principal, will succeed him.

George Skinner, principal of the Del Paso Heights Grammar School, Sacramento, Calif., has resigned after twenty-six years of service.

Irwin B. Esmond, principal of Walden High School, Walden, N. Y., is being relieved of his duties as principal, at his own request, and will continue in the future as guidance director, a position he also holds at present. Besides giving
(Continued on page 94)

Youth



Quizzes Industry

RADIO broadcasting joined hands with vocational guidance in a recently completed series of radio programs in San Diego, Calif. The programs entitled "Youth Quizzes Industry" were presented weekly by the San Diego city schools and radio station KFMB.

Pupils in the senior high schools and in the San Diego Vocational Junior College were given an opportunity to quiz successful men and women in the career fields of their particular choice.

High Schools Could Choose

Broadcast dates were arranged with the senior high schools in rotating order with the vocational guidance coordinator preparing a list of occupations from which the high schools might choose the fields of greatest interest. Fortunately, a sufficient variety of interest prevented any duplication of requests.

Pupils met a week in advance to discuss broadcasts. During the broadcast each pupil was given an opportunity to tell why he wished to "quiz the experts," whether it was because of his general interest in the field or because of his plans for a future career. The exploratory nature of the information which pupils were seeking was always stressed.

Before preparing questions, the pupils met again as a group and surveyed available occupational monographs. The material was limited to pamphlets, for the purposes of simplicity, ease in distribution, ease in scanning the timeliness. Three types were used: those prepared by private publishers, government bulletins and San Diego city schools' occupational surveys. An occupational questionnaire with the following headings was given to the pupils so that the main assets of the occupation would be covered: (1) need, (2) special requirements of pupils, (3) prepara-

tion, (4) condition of work, (5) demands and trends.

The choice of questions was rotated among the pupils so that each one was able to submit his question to the others for criticism and evaluation. An obvious question or one appearing in the monographs did not receive group approval. The "experts" often wondered why pupils selected such difficult questions, so difficult that on several occasions it was impossible to answer them. However, the questions were broadcast nonetheless, since they usually referred to the so-called "glamour" fields. Realistic analyses of the typical questions which pupils asked regarding such fields as aviation, acting and the fine arts needed to be stressed for the benefit of others.

Pupils Interviewed

Each pupil was interviewed for personal data as well as for his particular interest in the field under discussion. Such data included his address, age, class, high school major, school activities, hobbies and length of residence in San Diego. The shift of population to San Diego from other sections of the country was always an interesting sidelight. Interest in the occupation under discussion was traced in terms of recency, training and personalities influencing the pupil.

After the information on personal data and the questions were organized by the pupils, multiple copies were prepared for the KFMB program director, for the experts and for the boys and girls. The selection of experts was based upon the types of questions raised; often the schools

submitted a list of experts to the radio station, from which the station selected three to be invited. Sometimes the program director assumed the responsibility of selection. In every case the experts on training were recommended and invited by the schools.

The question oftenest raised by the experts was: "When is an expert an expert?" The unvarying rejoinder was that he became one by the simple process of being invited to participate in the radio program.

"Industry" Clarified

The term "industry" was questioned by listeners several times, since all occupations—professional, skilled and semiskilled—were included in the discussions. An explanation of the generic use of the term "industry" clarified the objection.

After the initial interviews there were two or three follow-up meetings with the pupils to rehearse the program. In order to gain spontaneity of discussion and fluency and ease before the microphone, an actual microphone was used for the rehearsal. The pupils became acquainted with dialogue, using sentences and attempting, if possible, to furnish the moderator with clues for further questioning.

The final rehearsal occurred one hour before the broadcast when the pupils met their moderator for the first time. The experts also arrived early in order to present their information beforehand so that the pupils might prepare further comments and questions; thus, the rigidity of strict question and answer periods was avoided and the pupils felt at ease;

ANN C. MOSER

Vocational Guidance Coordinator
San Diego City Schools

before the broadcasts were initiated, an agreement was reached between the city schools and the radio station defining the goals of each. The schools' purposes were designated as follows.

1. To build up good public rela-

tions by acquainting the listening audience with the activities of the six senior high schools and the San Diego Vocational Junior College.

2. To obtain local occupational information for pupils in the secondary schools, not only for those participat-

ing in the program or those listening to the live broadcast, but also for the pupils in classes who had an opportunity to listen to the transcriptions of the programs of their greatest interest.

3. To provide pupils with purposeful speech training activities. Teachers and administrators gladly cooperated in permitting pupils to participate in the programs since they believed that this furnished them with information as well as with an appreciation of diction and correct language usage.

The station's objectives were:

1. To devote public service time to an educational program which would have both local color and interest.

2. To integrate a radio series entitled, "San Diego Looks Ahead," a daily program to discuss current problems and plans for the future.

3. To build up good public relations. The station identified all participating pupils in terms of neighborhoods and social activities.

Each program was rebroadcast the following Wednesday evening and was given considerable publicity in each secondary school as well as in the superintendent's *Bulletin*. Timeliness and interest led to cutting records for the city schools' audio-visual instruction department. Since the emphasis on disseminating occupational information is through school departments, the records were played by arrangement with department heads in appropriate classes.

Interesting Results

Among the results of the "Youth Quizzes Industry" program were the following.

Several pupils were offered part time jobs for work experience in their chosen fields. Others were invited to see their "experts" as soon as they had completed training. An animated discussion often continued in the studio long after the termination of the program.

An excellent background was offered concerning the varied activities of each participating school.

Every pupil chosen to participate enjoyed the experience and teachers often mentioned the functional training in speech which the programs afforded.

The occupational information reached a considerable audience and was valuable for the insight which it gave into local conditions.

Joe and Me

BASIL C. HANSEN

Graduate Student, Stanford University

CIRCUMSTANCES threw Joe and me into the same study quarters in the graduate division of a privately endowed university. The costs are plenty high. Me? I'm in debt to the tune of a cool \$1000 already for the tuition count alone. Joe? His tuition is paid by the government—and, he damned well deserves it.

Perhaps you would like to know how the thousands like "me" manage, the thousands who are striving for education and equal economic status with the boys who are getting their paltry little scholarship fees in recognition for their fighting services.

Our Schooling Interrupted

It is not entirely an economically sound policy for guys like Joe and me to work on advanced university degrees at our ages—36 and 38. Higher degrees just don't pay back financially unless acquired at a relatively early age. But, you see, we were both on our way to get more advanced schooling when the war broke in '41. Five years have passed and the desire still remains. The armed services took Joe but they didn't want me.

I spent my time in war factories giving the best service I could and, surprising as it may seem, not getting rich. I had to live in a war housing unit. Today neither Joe nor I has a home for our families.

We got discharged from our war duties at about the same time. Joe didn't get hurt in action and he doesn't think Uncle Sam owes him a living for his services. He is just grateful for the help he is getting at school. I gave little and expect nothing.

Joe thinks I'm a bit on the "zany"

side for trying to carry a full load of academic study in addition to five hours' work a day—you know, money for rent, potatoes and hamburger. Sometimes even I don't think it is quite sporting to permit my wife and son to live in an attic, eat an economy diet and wear old clothes so that I can go to school. You see, the war boom didn't net me or most of us who just worked our way along any great surplus.

People like Joe and me balance what we are working for in education against the lucrative \$1.50 per hour jobs that float temptingly around. We could buy a few more steaks with the additional salary but we couldn't touch one of those grand little five room cottages that used to sell for \$5000, present value \$12,250. We didn't have the \$1000 down payment in prewar days and we don't have the \$5000 down payment for one now. In this respect Joe and I are in about the same boat except that he has priority rights if he cares to use them.

We've Grown Philosophical

My shirt collars are getting frayed and so are Joe's. We sit back in a philosophical mood between studies now and then and figure that someone is doing pretty well financially from the war and its consequences. We each intend to improve our professional standing, too, but we're working for it. There must be easier ways to "get rich quick."

We're both trusting that before too long American economy will level off, including the skylarks in real estate. In the meantime, we're just getting along and lending what humble support we can to building a better America.



Cafeteria Planning

1

The hot lunch program which grew up during the war is of equally great value in time of peace

THEY LIKE TO EAT AT SCHOOL at Fowler, Ind.

RAYMOND S. JULIAN

Principal, Fowler Public School
Fowler, Ind.

THE serving of hot lunches in Fowler School was started a number of years ago, but the onset of World War II brought upon us new demands and an enlarged school program.

The lunch program is managed by the parent-teacher association. Its executive committee establishes the policies and directs and controls the management through a parent kitchen committee.

A lunchroom manager is employed to do the buying, to prepare the menus, to collect the money from pupils, to keep an inventory of the stock and equipment and to supervise the kitchen and dining room help. All money collected is turned over to the treasurer of the association's general fund for banking and is credited in the treasurer's books to the kitchen fund. All bills are paid by check by the treasurer.

Work of Executive Committee

The executive committee, besides establishing the policies, approves the employment of cooks and dining room help, hears and approves at regular monthly meetings the report of the chairman of the kitchen committee and the manager's monthly report and reviews the treasurer's report.

Menus for a six weeks' period are made out by the lunchroom manager with the assistance of the vocational



Above is shown a portion of the cheerful cafeteria which seats about 100 pupils who benefit from eating lunch at school instead of braving the bad weather to rush home or up town for a sandwich and candy bar.

Two high school girls and a parent take care of the dining room. Children like separate tables. Other tables are placed end to end to conserve space. All have acid and burn proof tops. Metal folding chairs are used.

home economics teacher and the cooks. Copies are duplicated in the school office and are distributed to the homes through the homeroom teachers and pupils. Menus are carefully planned to meet the standards of the well balanced type A school lunch.

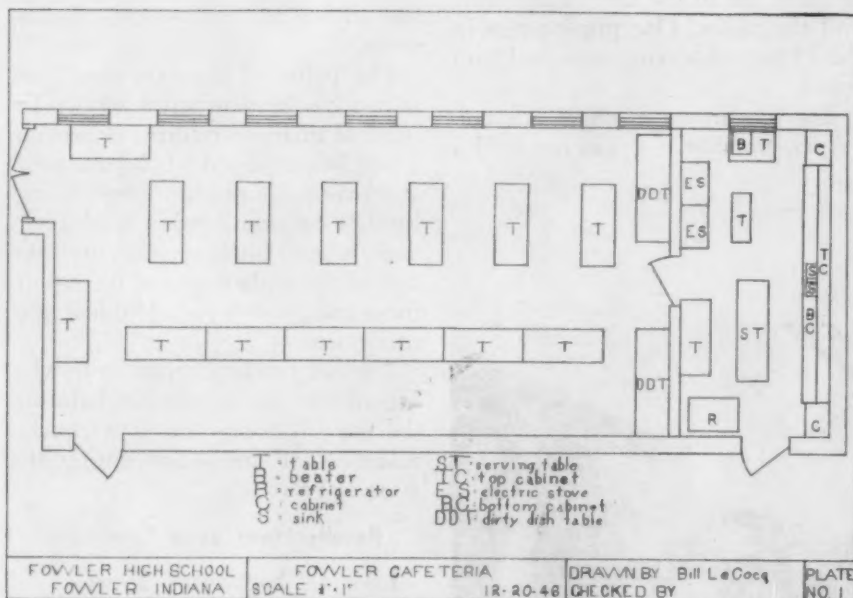
Orders Placed Early

Pupils and teachers place their lunch orders at the beginning of the first hour of the morning. On the day before, the manager places in each teacher's box in the office a bag containing a supply of weekly and daily tickets. These tickets are sold to the pupils the next morning. Many teachers use pupils for this clerical work.

The money that is collected along with the unsold tickets and teacher's report to the manager is placed in the bag. The bag is hung on the



Almost every child takes a bottle of milk. Even the youngest pupils soon learn how to handle their trays and seldom have accidents. The menu on the day the picture was taken included beef and noodles, baked apples, hot rolls, butter, sugared doughnuts, milk or fruit juice. Coffee is served to teachers.



outside of the classroom door. A pupil from the office collects the money bags and turns them in to the manager for tabulating and recording.

All pupils of the lower six grades are served a milk lunch about the middle of the forenoon.

The serving of the noon lunch begins at 11:15 a.m. with the primary grades. The children, starting with the first graders, form in line in the hall, pick up their silverware, tray and napkin and pass along the serv-

ing table. At the end of the table the child is handed his hot plate lunch. He then picks up his bottle of milk or glass of fruit juice and takes his place in the dining room. The pupils' weekly tickets are punched and their daily tickets are collected at the door. The few children who bring their lunches from home eat their meals in the same dining room with the others.

When the pupils have finished, they carry their soiled dishes to the tables at the rear of the room, plac-

ing their milk bottles in the empty milk bottle case, their soiled silverware in the silverware container and their bottle caps and paper napkins in the wastepaper cans. Pupil workers in the dining room collect the trays, scrape the plates and remove the soiled dishes to the kitchen.

About 300 pupils and teachers are served a hot meal each day in an hour's time. The dining room seats about 100. This necessitates a staggered lunch hour. Serving of lunches to the first graders begins at 11:15. The second and third graders follow, keeping the line along the serving table filled and moving.

Intermediate Grades Follow

The intermediate grades form their lines in the upper hall and come to the dining room at 11:35. By this time the primary children have finished and are taken to the gymnasium for twenty-five minutes of directed play. The tables are then made ready for the next group.

The intermediate grade children are followed by a large group of pupils from the parochial school four blocks away.

At 11:58 pupils of the upper six grades are dismissed and form their

lines in alphabetical order. The pupils take their turns, the lines changing in order with the days of the week.

The dining room is well lighted and cheerful. It has been recently equipped with 14 new dining room tables, 30 by 72 feet, with black acid and burn proof tops and stainless steel trim. To make the best use of limited floor space, six tables are placed end to end. Eight are individually placed. Each of the latter seats eight pupils.

Simple Table Manners Taught

Children are taught simple forms of correct table manners. Tables are decorated in keeping with the seasons. The dining room is equipped with a radio and automatic record changer and music that young people enjoy is provided during the lunch hour.

Only foods of the best quality are bought and care is exercised in the selection and handling of meats. Ample storage space is available for cases of large sized cans of fruits and vegetables and other foods in bulk. Plenty of locker space with shelves near the kitchen enables the manager to care for things in an

orderly way. A 20 cubic foot mechanical refrigerator is adequate for taking care of the few leftovers and perishables.

Year by year larger and better equipment has been added to meet the needs of the growing program. In addition to the refrigerator, the kitchen is equipped with plenty of built-in cabinet space, all drawers and compartments of which have individual locks.

Other kitchen equipment includes two electric ranges, a 5 gallon food mixer with vegetable slicer and shredder attachments, pressure cookers, large sized cooking utensils and dishes and silverware enough to serve 300 people. The investment in equipment in both the kitchen and dining room is approximately \$3000.

Cooks and Helpers

Besides the manager, four experienced cooks are employed full time. We also employ a part time dining room supervisor. She has two pupils to assist her in the care of the trays and the tables. One pupil assists in the kitchen in serving milk and fruit juices.

The lunchroom manager is a university graduate but does not hold a

teacher's certificate. The vocational home economics teacher, who is licensed and trained in dietetics, assists the manager with technical advice on menu making and the planning of balanced meals. The manager is experienced in business management.

The dining room and kitchen are used several nights each week by various community organizations. Mother and daughter banquets, boy scout banquets, social night meetings of the farm bureau, Catholic Daughters of America, cub scouts and other organizations as well as parent-teacher social meetings are held in the school and community dining room.

The policy of the executive committee has been to stress service instead of financial returns, to provide a well balanced and wholesome meal at a reasonable price, to provide free lunches to pupils who need them and, where funds permit, to take care of the replacement of old equipment and provide for additional new equipment.

The hot lunch program in Fowler School met an urgent need during the war. It seems that it is equally valuable and important during the years of peace.

Results Have Been Favorable

Looking back over a period of three or four years, we can see a noticeable improvement in our school as the result of the children's getting a well balanced, hot plate lunch every school day. The general health of the pupils has improved as well as the attendance and the scholarship.

Because of the hot lunch and the noontime recreation program, afternoon truancy has been almost eliminated. In general, a better school spirit has been made possible. An investment in the present and future health of our citizens seems to be without question a sound investment for the community, state and nation.



Junior and senior high school pupils arrange themselves alphabetically in lines, the positions of which are changed with the days of the week. The principal supervises the halls and is in charge of the noontime music in the dining room. Popular records are played.

When the Old School Must Have a New Cafeteria

2

It's sometimes a problem to find the space in an old school which will lend itself to remodeling. Not all buildings are so fortunate as to have an auxiliary gymnasium suitable for this purpose.

HELEN McCLEERY HUBLER

Director of Homemaking Education and Lunchrooms
Des Moines, Iowa

Drawings by PERRY LARUE

Director of Buildings and Grounds

FOR several years we had a small cafeteria seating 80 at Willard School. Willard is one of the largest elementary schools in Des Moines. When the cafeteria was first opened, it served only a small number of pupils but, as the school grew, more and more children depended upon it for their noon meal.

After 1941, when mothers started doing war work at the ordnance plant and in factories, the number of children desiring to be fed at school increased still more. The old cafeteria was most inadequate. We were unable

to serve more than soup, a hot dish, sandwiches and fruit.

Parents and teachers felt that we should be serving a type A lunch under the federal program. Therefore, plans were made to convert an auxiliary gymnasium and storage space into a cafeteria and to free the old cafeteria for a classroom. This gymnasium is across the hall from, and a few feet lower than, the old cafeteria and corridor. By studying figure 1, it is possible to see the space we used; figure 2 shows changes made within this

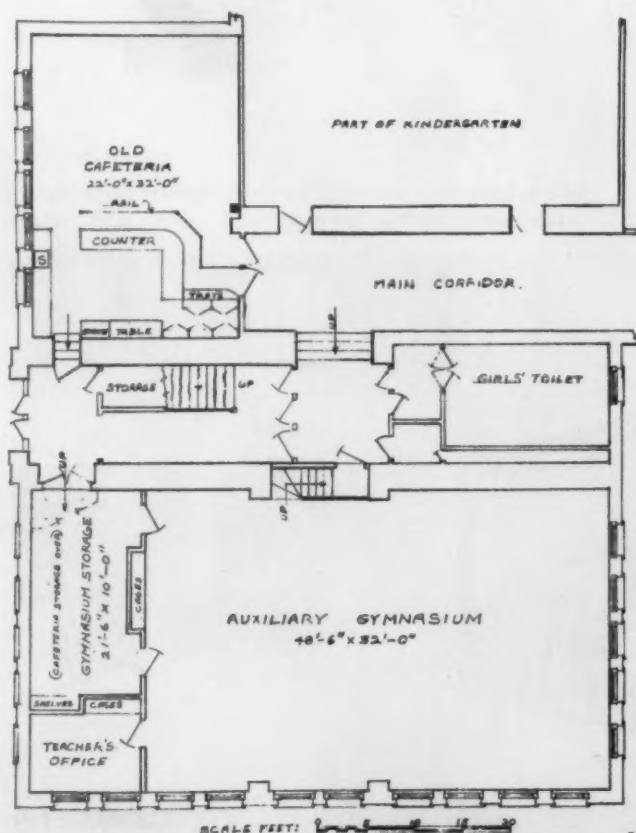


Figure 1.

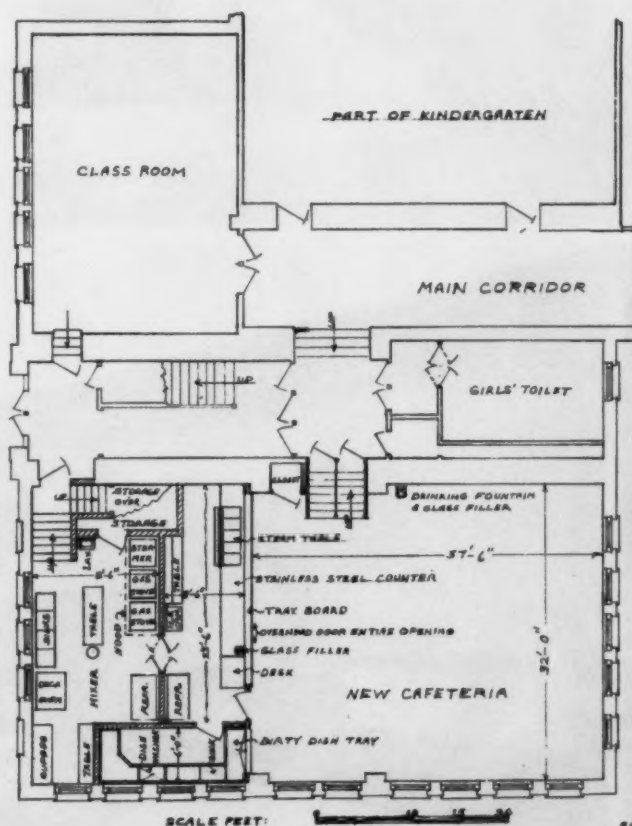


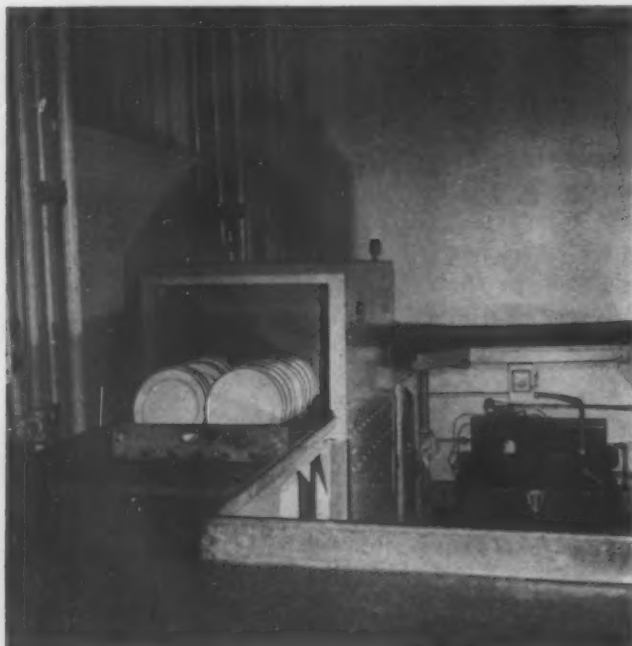
Figure 2.

space to make our present new, modern cafeteria seating 150 children where we serve a type A lunch to from 350 to 400 children each day.

Windows were put in on the east end of the kitchen and food storage space was made downstairs and upstairs at the south end of the kitchen. A dishwashing room was made at the north of the serving room and the kitchen, dishwashing room and serving room were supplied with new equipment.

While the new cafeteria is small, our four employees find it most compact and convenient. The northeast corner is arranged for pastry making with a work table, storage space for supplies, deck oven and mixer in easy range. The center table, stoves, steamer and storage are convenient for the hot dish cook and the sinks and kitchen refrigerator are convenient for both the cooks.

The dishwashing room.

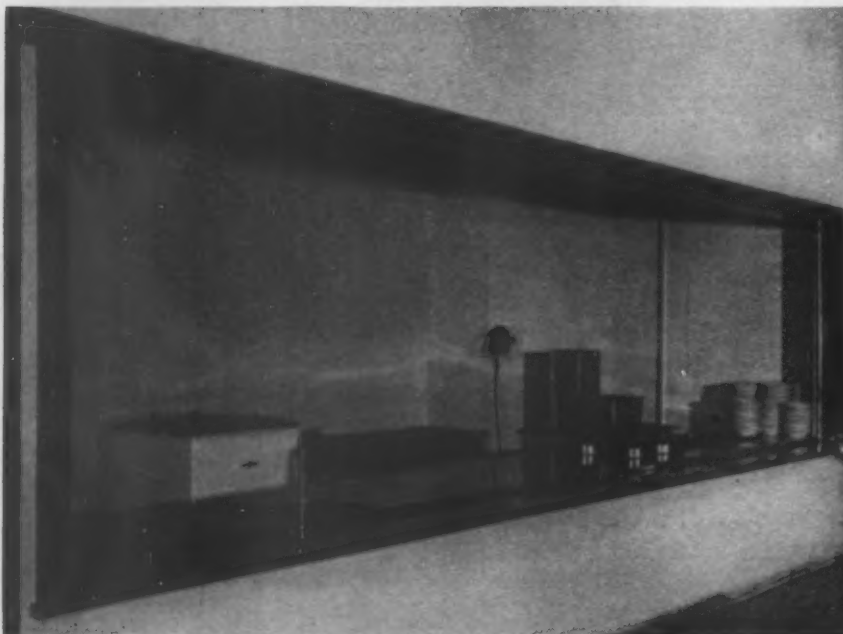


Corner showing range, steamer and cook's table.

The refrigerator in the serving room is used for milk which can be taken out and placed on the counter quickly and easily. Overhead doors close the entire counter opening and make it possible to separate the kitchen and serving room from the dining room.

2

Below, left: stainless steel serving counter; right: cook's table and pastry corner, with oven and mixer.



This Plan Is Simple . . . Inexpensive

3

S. M. THARP

Superintendent of Schools, Baldwin County, Alabama

THE cafeteria of Daphne Junior High School is here presented, not as a model, but as more or less representative of what we have in Baldwin County.

The equipment is simple but consistent with sanitary standards. It is inexpensive and falls within the budget allowed to schools of this size, yet it contributes to the social training and development of pupils and to their appreciation of beauty. The primary consideration is that hot lunches be made available to the greatest possible number of children in school.

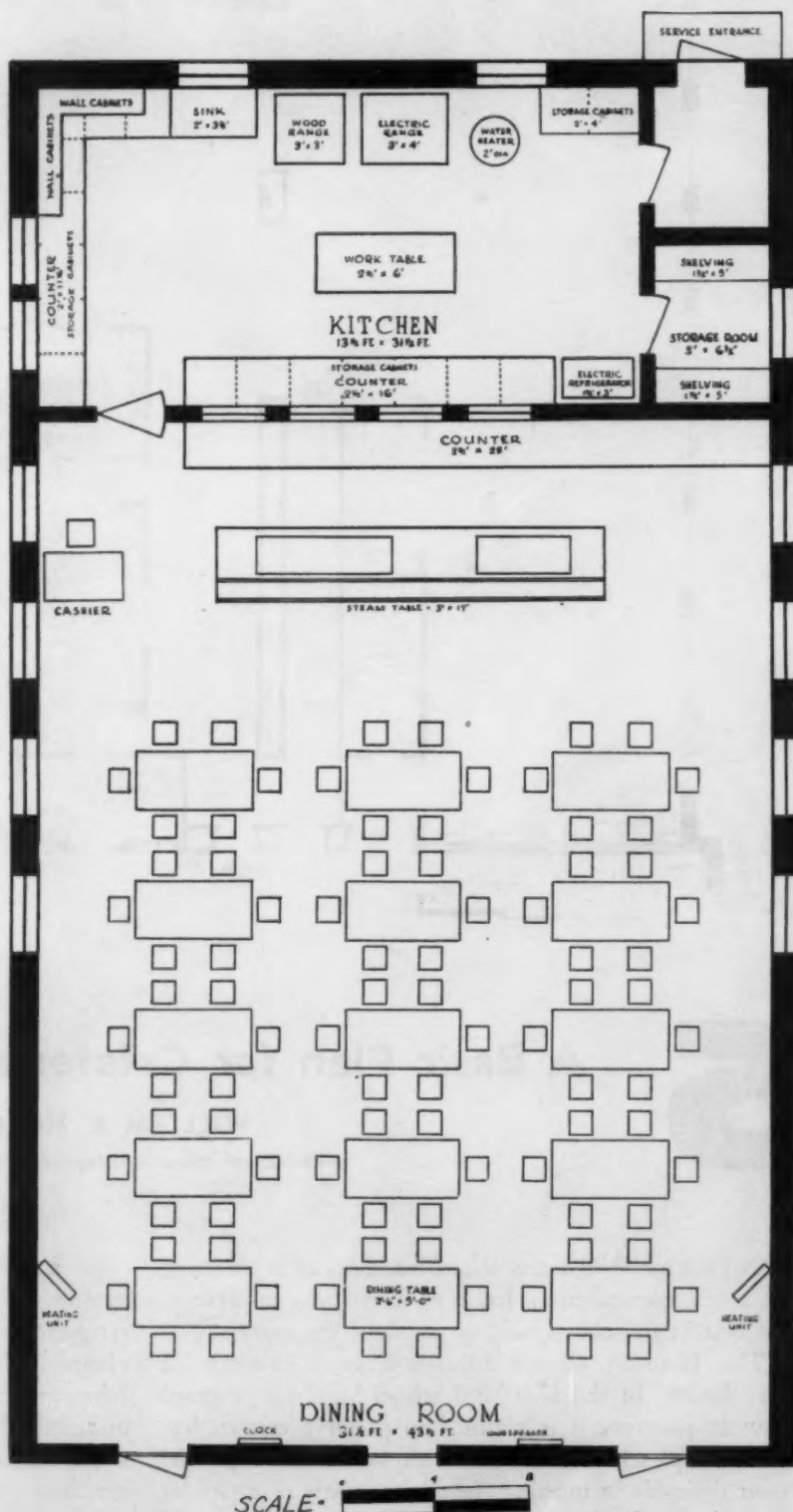
The high school has an enrollment of 350 and feeds approximately 80 per cent of the children. They are served in three shifts.

Provision is made for working space and equipment for the preparation of food, service, dining, dishwashing and managing. There are an institutional type of electric range and a wood range for cooking. The refrigerator is a commercial type of box, fully equipped. One small two compartment sink is provided and it is planned to add a three compartment sink in the future with dish baskets for dishwashing.

Provisions for achieving the minimum standards for sanitizing dishes and equipment are met by an 80 gallon electric hot water heater. Counter space is ample and storage cabinets are grouped as to needs. There are work tables and kitchen stools for use of the employees. A spacious pantry is conveniently located for receiving food supplies and has adequate shelving and space for storing food.

The dining unit can be completely separated from the kitchen and is accessible to the school building by corridors. Floor, walls and lighting are important factors in making the dining room an attractive place in which to eat. The tables and chairs are equipped with glides.

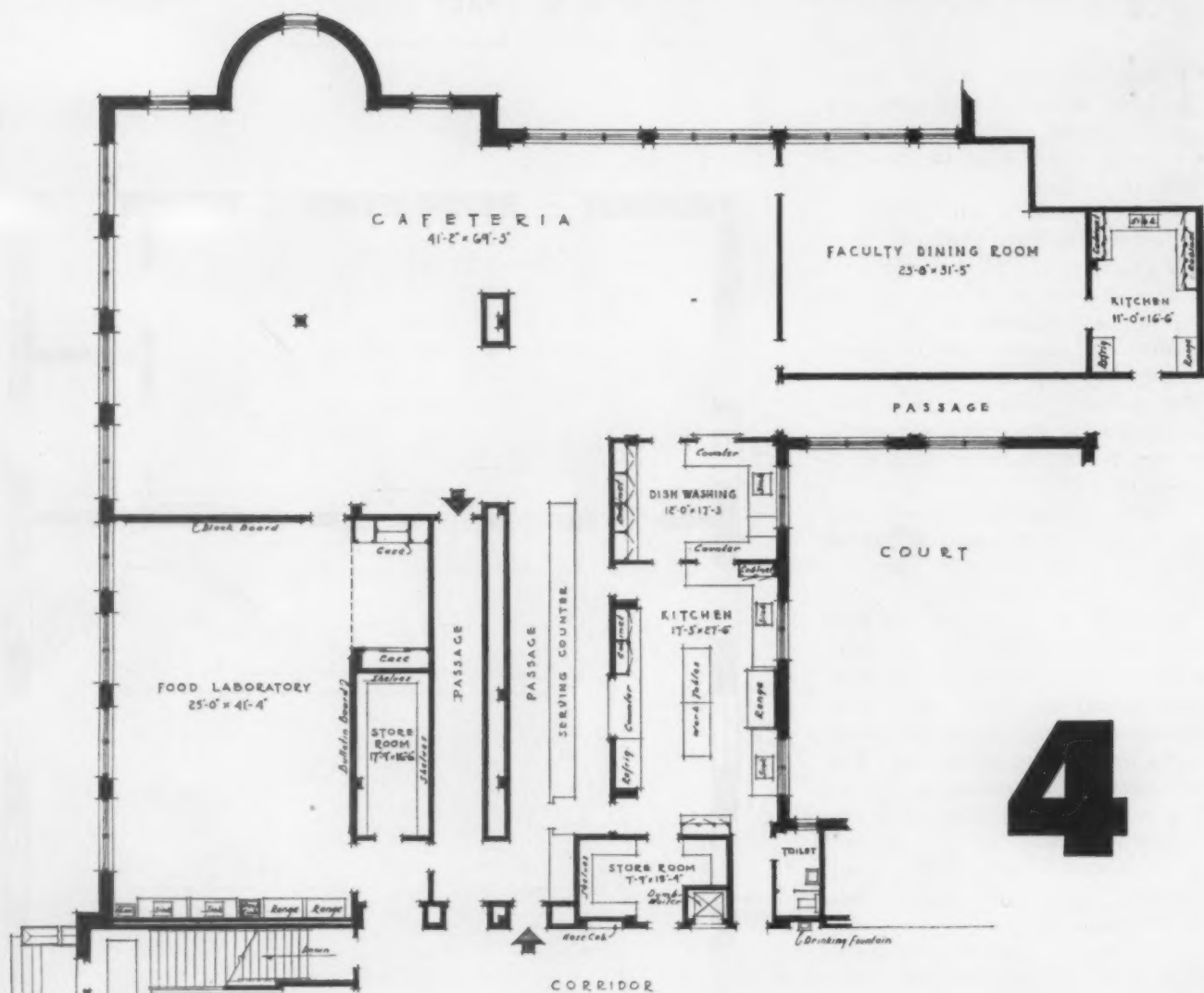
The cafeteria is well heated and the ceiling is acoustically treated so as to keep down noise.



Cafeteria of the Daphne Junior High School, Daphne, Ala.

At East Side Junior High, Ann Arbor, Mich.

THE floor plan below shows how a cafeteria, a faculty dining room and kitchen, and a food laboratory form a separate and distinct unit in the East Side Junior High School at Ann Arbor, Mich. Otto W. Haisley is superintendent and Kasurin and Kasurin are the architects.



4

5

A Basic Plan for Cafeterias in Houston, Tex.

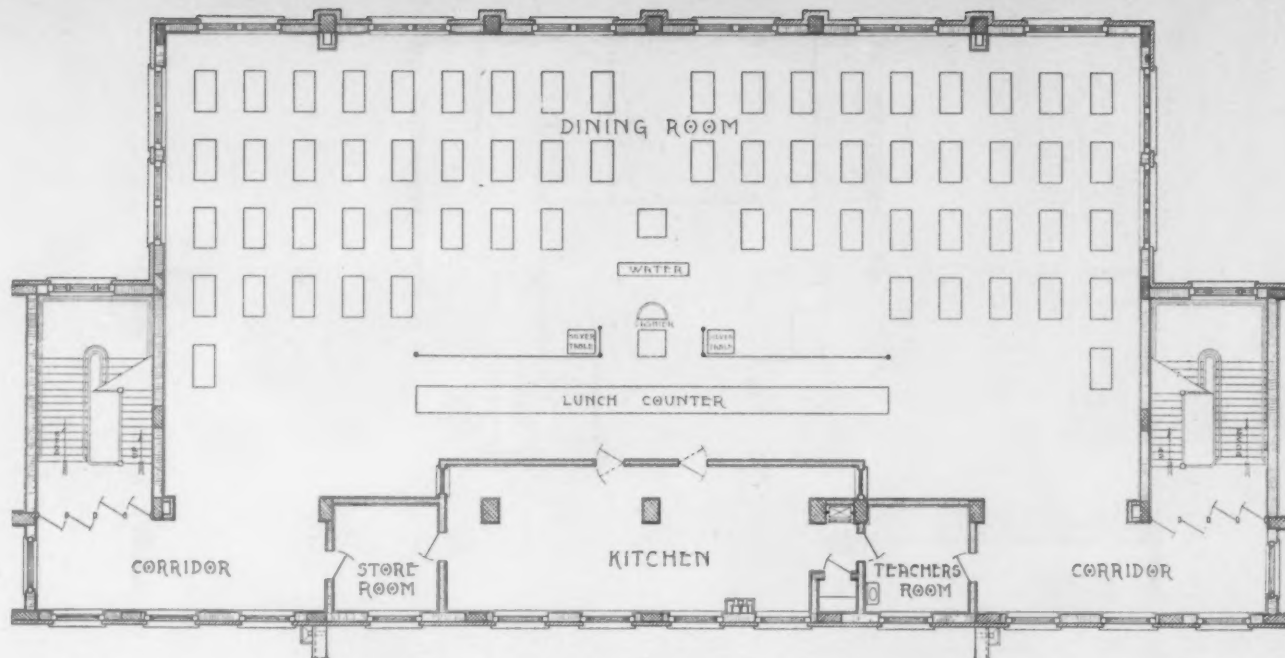
WILLIAM E. MORELAND

Superintendent, Houston Independent School District, Texas

IN PLANNING a new school building, as in planning a new curriculum, it has been found wise to preserve the best in the old as well as to adopt the new.

The Houston schools furnish a good example of this theory. In the \$7,500,000 school building program now in progress, it is planned to preserve certain features in present school buildings which have proved most desirable in meeting the requirements of a rapidly expanding school and community situation. One of

these features is the cafeteria setup in the junior high schools. The floor plan opposite shows the physical arrangements of one of Houston's best equipped and best planned school cafeterias, which is in the Albert Sidney Johnston Junior High School. Although this school was built in 1926, its cafeteria is still adequately meeting the requirements of 1946-47. The physical features shown in the floor plan are not peculiar to this school alone but are representative of the cafeterias in Houston's 15 other



Cafeteria of the Johnston Junior High School, Houston, Tex.

junior high schools. In the city's new buildings it is planned to locate the cafeteria on the first floor.

Johnston's cafeteria has two entrances and can accommodate 741 pupils at one serving. Lunch periods are staggered in order to accommodate the school's 1400 pupils. The approximate cost of the equipment in 1926 was in excess of \$15,000.

The cafeteria has a southern exposure, which is highly desirable in a warm climate. The counters and steam tables are on the north side of the room with the kitchen located directly behind them and in the center. The drinking fountain, silverware table and cashier's desk are in the center of the cafeteria at the apex of the converging lines of pupils.

6 HIGH SCHOOLS

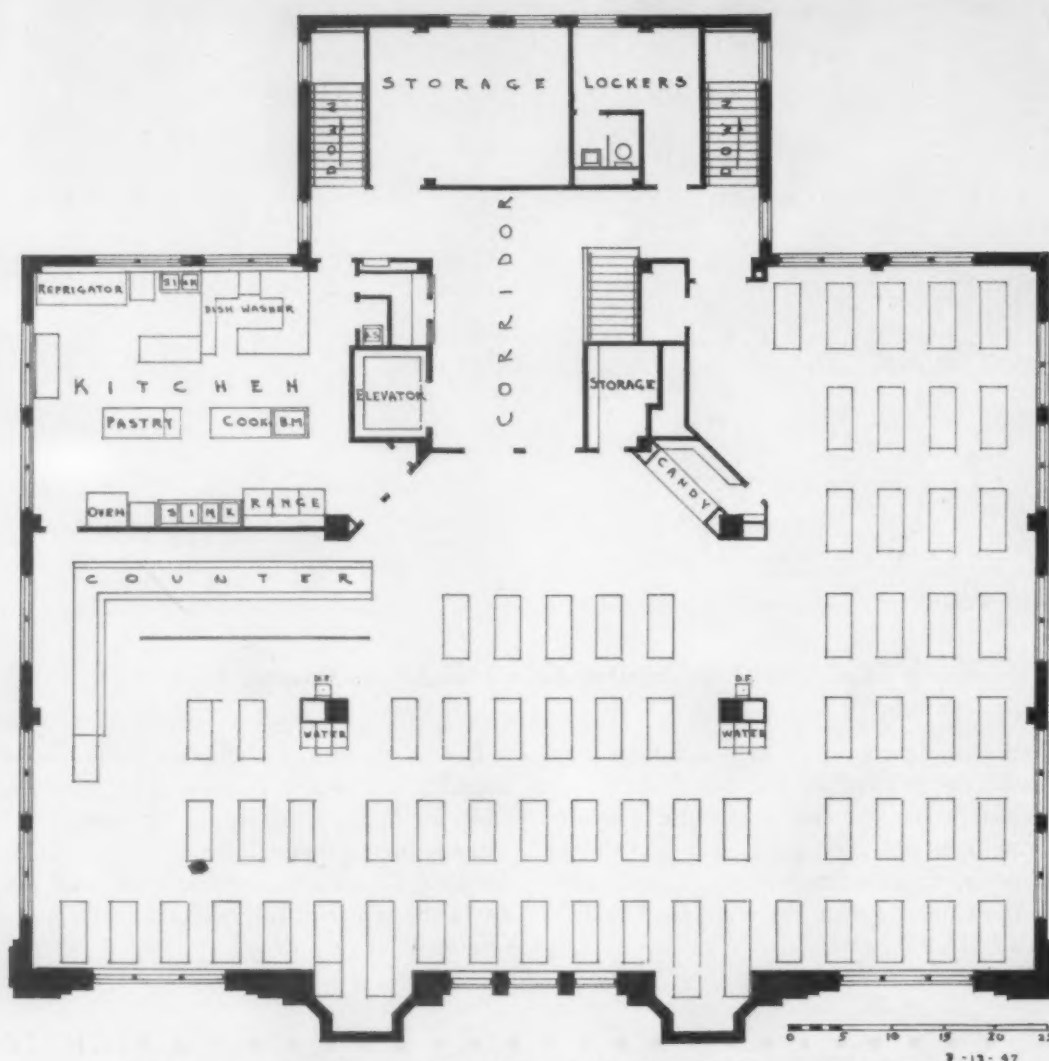
Southeast High School's Cafeteria

Has Top Floor Position

GEORGE MUELLER
Assistant Secretary, Public Schools
Kansas City, Mo.

THE Southeast High School cafeteria is located on the top floor of the school, its windows commanding a view of the Swope Park area. Its high ceiling and ornate windows make it an unusually attractive dining





Floor plan of cafeteria at Southeast High School, Kansas City, Mo.

room. The cafeteria's stainless steel steam table, terrazzo floor and hard finish oak tables lend themselves to the spotless cleanliness essential to school cafeterias.

The school, originally built to accommodate 1000 pupils, now has an average daily attendance of 1150. The cafeteria accommodates these pupils in four lunch periods of twenty-five minutes each, with a five minute passing time before and after each period. This allows the child thirty-five minutes from class to class.

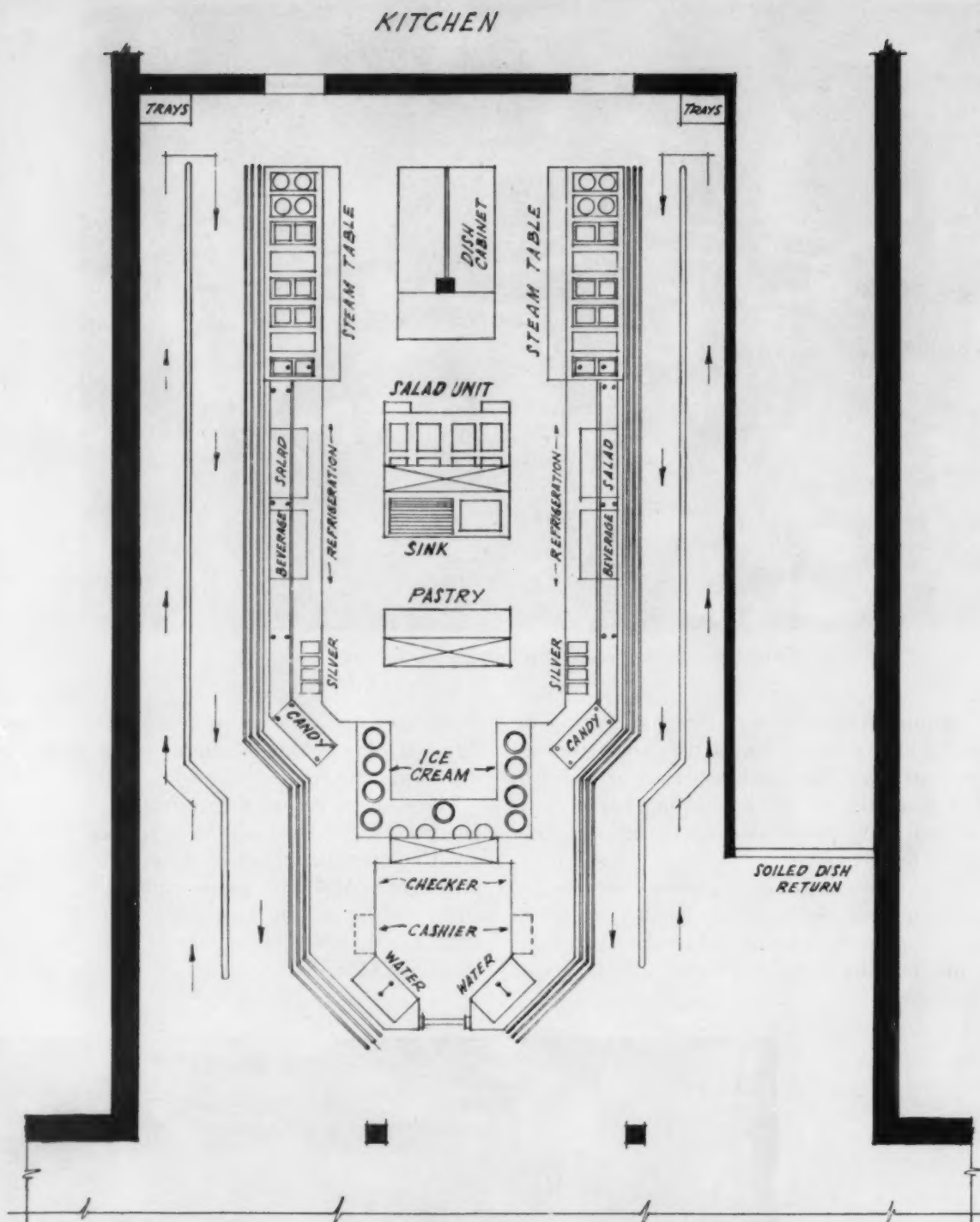
The school does not restrict the child to the lunchroom but allows free passage from the cafeteria to the corridors on the floor on which he has his next class. Pupils are assigned to lunch periods by floors. More than 550 type A plate lunches are served here daily. Some children buy supplementary dishes.

At installation, the approximate cost of equipment was \$10,000. Included were all regular kitchen equipment, machinery for refrigerators and water cooler, tables and stools.

At present, the type A plate lunch is sold for 15 cents; soups are 5 cents; ice cream is 5 cents, and desserts are 10 cents.



6



Lincoln High School Has Attractive Cafeteria

SUSAN M. HOLLAND

Director of Lunchrooms, Public Schools, Lincoln, Neb.

7

LINCOLN HIGH SCHOOL'S cafeteria at Lincoln, Neb., within an elapsed time of one hour and forty-five minutes, daily serves from 1400 to 1500 pupils out of a total enrollment of approximately 2000. This is accomplished by staggering the lunch period in 15

shifts of forty-five minutes each, each shift beginning five minutes after the one preceding it.

Many of the 500 pupils who do not buy their lunch at school bring it from home and eat in the cafeteria also. A few go home or to neighborhood eating places.



Cafeteria counter ready for hungry customers.

Classes continue in most of the classrooms during the lunch period so that pupils are in class when they are not in the cafeteria. The lunch shifts are arranged by sections of floors, the rest of the building where classes are in session being protected from unnecessary noise by volunteer pupil monitors.

A noon recreation program is planned and handled by pupil committees which provide for dancing in one of the gymnasiums, chess games and checkers in another quarter and a "quiet room" for pupils who may wish

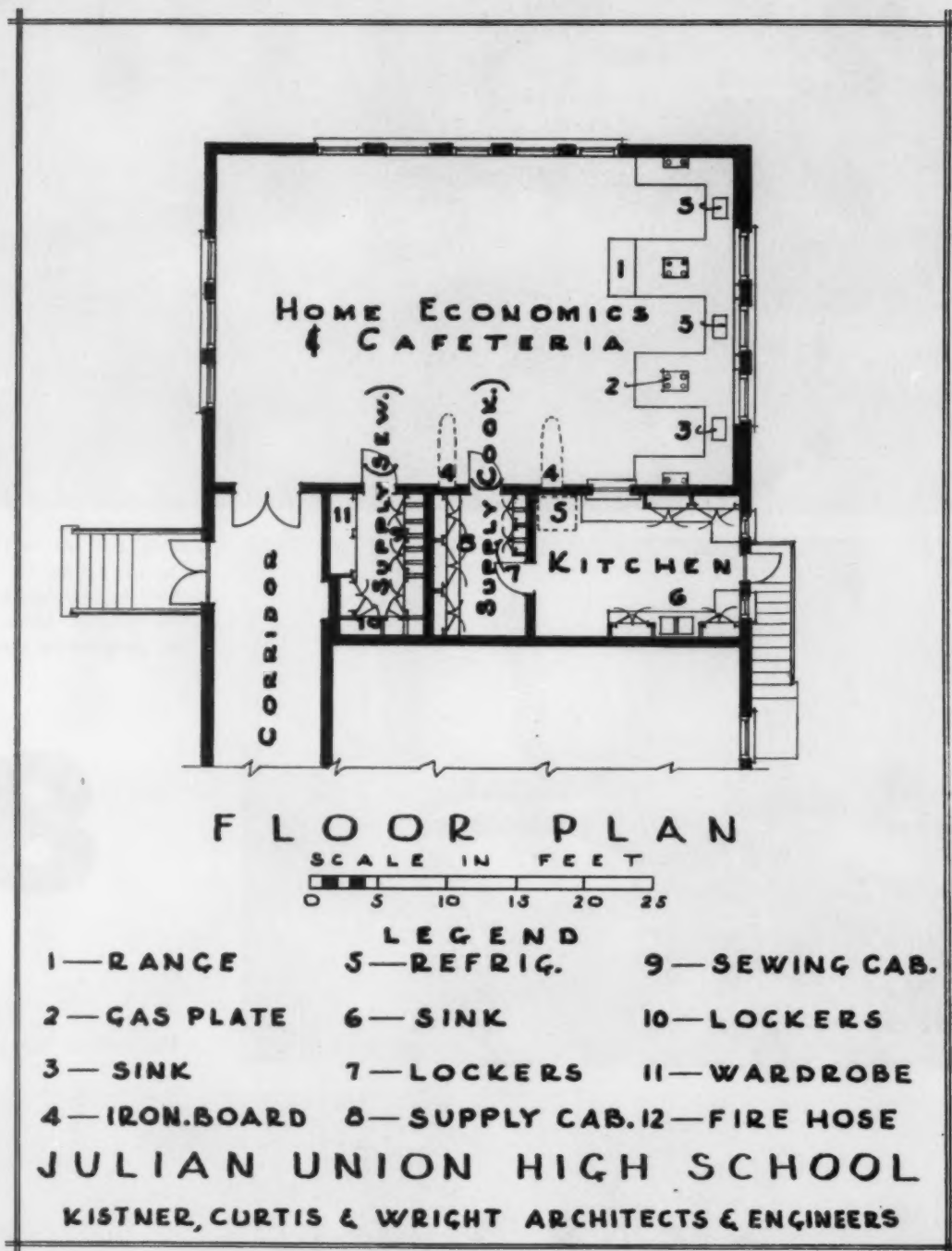
to study or read. Games are played outdoors under the direction of a volunteer committee by pupils desiring this form of recreation.

The stainless steel serving counter in the cafeteria was purchased eight years ago at a cost of \$5476.32. The small equipment, including dishes, has a value of approximately \$1979.85. Large equipment, exclusive of tables and cupboards, has a value of \$6500. The lunch-room has 64 tables, measuring 24 by 72 by 30 inches; these cost \$22.83 each.

7



Pupils are served daily in two shifts.



Combined Home Economics and Cafeteria Departments

JENS H. HUTCHENS

Deputy Superintendent, Julian Union High School
San Diego, Calif.

SMALL high schools often find it difficult to provide separate home economics and cafeteria units. The

accompanying floor plan shows how this problem has been satisfactorily solved by the Julian Union High School at San Diego, Calif. More than 100 Julian elementary and high school pupils are served in the cafeteria. The lunch period is staggered, beginning at 11:30 a.m., so that all may be served.



Tables are set in the cafeteria of Julian Union High School for elementary pupils while young home economists prepare to serve them.

8

The cafeteria in action.



9

GALARD ALWYN SLONAKER

KITCHEN

DISHWASHING R.M.

STUDENTS' DINING ROOM

TEACHERS' DIN. RM.

CORRIDOR

SCALE

0 5 10 15 20

A SCHOOL bond election in Oakland, Calif., in the fall of 1945 provided school officials of that city with a fund of \$15,500,000 for use in the reconstruction of old school buildings and for building several new schools.

school and the rest of them are elementary schools.

High costs of construction and scarcity of building materials have prevented the city from going ahead with its building program until such time as these factors become more favorable.

The accompanying floor plan shows the basic design to be followed in the cafeterias in the new senior high schools, once construction gets under way. It was



**Views of the cafeteria
at Fremont High School
at Oakland, California.**

Two views showing size and arrangement.



Cafeteria employees are seen at work behind the food counter (above) and in the kitchen (right).



Approximately 1000 pupils are served daily.



designed by the architectural department of the Oakland school system, headed by Charles A. Whitton, director of architecture and engineering service.

The photographs on this page were taken at Fremont High School, Oakland, Calif., which has one of the best cafeterias in the city. The school has an enrollment of 2009 pupils, approximately 1000 of whom are served daily in the cafeteria, the lunch hour being staggered in two periods to accommodate this number.

The cafeteria was constructed in 1932 when the school was rebuilt following a fire which destroyed the original structure. May Davis, supervisor of home economics, designed the lunchroom and supervised the purchase of equipment which at that time cost \$5395.



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AUDIO-VISUAL AIDS

Television for Tomorrow's Schools

A YEAR ago a discussion of television programs for classroom reception and out-of-school viewing would have concerned only three or four centers in the nation which were receiving television service.

Today, however, with stations active in New York City, Schenectady, Philadelphia, Washington, Chicago, St. Louis, Detroit and Hollywood, and new stations in Baltimore, Boston, Cleveland and San Francisco scheduled to begin broadcasts by September and with more than 40 additional stations in some stage of planning all over the country, schoolmen may well look into the world's newest and potentially most powerful educational medium.

The New York City schools, with three stations already operating in midtown Manhattan, have been in a favorable position to investigate television's educational possibilities. Using the staff of our board of education radio station as combined scouting detachments and shock troops, we have been able to undertake experiments in cooperative programming with professional broadcasters, principally with the staff of CBS station WCBS-TV.

What New York Is Doing

Our investigations are now in their third year and to date a senior high school series and a junior high school series have been broadcast over that station. A forum which features older children, called "There Ought to Be a Law," has been presented 25 times and will return to the air when we complete the junior high program. The latter is the All-New York City Junior High School Television Quiz Tournament, and teams of pupils from 36 junior high schools have appeared on it in 21 broadcasts.

Similar experiments have been undertaken by other school systems. Schenectady schools have long cooperated with Station WRGB. Chicago schools did two series for Station WBKB and a program featuring youngsters from the schools of

EDWARD STASHEFF

Program Director in Charge of Television for Station WYNE
FM Radio Station of the New York City Board of Education

Gary, Ind., is now on that station. Similar ventures are under way in Detroit, Philadelphia and Hollywood.

However, the development of school programs in cooperation with broadcasters is only one aspect of the problem. Another is indicated by a recent action of the bureau of

building construction and administration of the New York City board of education. That division has determined that all new school buildings, now under construction or to be built hereafter, will be equipped with television installations.

These consist, very simply and inexpensively, of 1 inch conduits run-



Scenes from the New York City Junior High Quiz Tournament televised by WCBS-TV in cooperation with the board of education's radio station WYNE.



Forward looking schoolmen will study television's possibilities as an educational medium. New York schools are showing the way.

ning from the roof (where a suitable site for a television antenna can be determined later) to four spots or "stations" in the school building. The conduit will run vertically through the building, branching off on the fourth, third and second floors to three audio-visual aids rooms, equipped with dark shades for motion picture projection, radio and transcription turntable outlets. The television outlet will simply make the addition of a video receiver consist of little more than plugging in and hooking up.

The fourth branch will run along the first floor to the auditorium, although it is impossible to predict at this moment whether receivers of the large screen projection type should have their outlets at the rear of the stage or at the front rim of the balcony (where there is one) or at the rear of the auditorium itself.

Equipment is still not the whole story, however. Perhaps the most important single item is to consider what programs are likely to be available to our schools and what use we shall make of them.

By now we need no longer concern ourselves with the old bugaboo that television will use "master teacher" programs to replace the classroom instructor. And we know, too, that neither radio nor television makes it possible for a teacher to do less teaching; it merely enables her to do better teaching. And so we concern ourselves with using television for what it is: a vital, immediate, already popular audio-visual

aid. Let us consider it, then, as an adjunct to other visual aids in primary, elementary and secondary education.

In the elementary grades, television has been suggested as not only an aid but a substitute. During the war, one of our most valuable projects was a casualty. Reference is made to the trips around the city by bus and by ferry which were of tremendous help in getting the youngsters to know their city. Even at the peak of the program it was well-nigh impossible to give this experience to all the children, but television could have done it. Pupils could have visited the bridges and the islands, historic landmarks and industrial centers, various branches of city government all as part of the course of study. Visits to newspaper plants and factories could now be easily managed through institutional films, provided without cost, most likely, by the plant to be visited.

Large numbers of such films are already on the free list. Others would be made, if there were any assurance of an annual showing. For this, remember, is a repeat business: each year a fresh audience moves up ready for the same units studied by the previous class in the preceding term.

Yet we should not overlook the great advantage which television has over today's standard classroom film. That is its flexibility and timeliness. Almost all the subjects that are to be recommended for the junior high school level can be presented on

existing classroom film, but the point is that television, even when it uses film, can afford to bring its presentation up to date each time it broadcasts.

Classroom film, printed in hundreds of copies, is too costly to permit of annual re-editing and the addition of new footage. Film prepared for television can be brought up to date each year, and the cost of providing fresh footage and new editing for the one print to be telecast in any given community will be comparatively little. These industrial and regional programs then can be repeated, but only if they are constantly kept up to date. Around the town travelogues can be combinations of film field pickup, so long as the pickup doesn't contradict the film.

Opportunities in Science Field

Turning to the junior high school level, we find that television's greatest contribution will probably be made in the field of science. NBC experimented, last spring, with two such programs aimed at ninth year classes, one on the atom and the other on flight and aviation.

At this level, also, the civic events remote broadcast, picked up at the town hall or county seat, is of particular value. Congress in action, the city fathers in full session, the doings of U.N., these and other snatches of history in the making are perfect television fodder.

We now edit the news in New York, Cleveland and Chicago at our own board of education radio stations, with separate versions for elementary, junior high and senior high levels. Would not the equivalent on television be yesterday's television newsreel, slightly re-edited but with a different commentary spoken behind the film? That's video's great educational advantage over sound film; it costs little to dub in a new sound track.

Programs in science and in social studies will be supplements to existing classroom films, lantern slides, animated models, charts and diagrams. In the field of foreign language, where we stress the study of a foreign culture as well as its grammar, the interview-demonstration in the studio will supplement our present visual methods.

If, for each of the languages studied in our schools, a major studio

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were to provide one broadcast consisting of a distinguished, English speaking visitor from the foreign land; travelogue film of its scenic beauties; native costumes on live models, and native music and dance, the broadcaster could be sure that all French, Italian, Spanish or Portuguese classes in the city would want to tune in, provided, of course, they had receivers.

Turning to the senior high school level, we would add more intensive remote coverage of news as it happens. We would add discussion pro-

grams, not only for but by high school pupils. The success of "There Ought to Be a Law" has shown that such a plan is acceptable to the general public as well.

Let us also realize that the study of drama has grown in most senior high schools. Standard equipment used to be a dog-eared volume of Shakespeare; a teacher who had once seen *Sothorn* and *Marlowe*; reluctant pupils hacking through iambic pentameters.

Today, the best of our drama teachers spend their summer vaca-

tions in stock companies and the voices of all known actors and actresses are heard in the land in recordings made specially for classroom use. What a lift good television drama could give a course in drama appreciation! And it needn't be staged especially for school reception, since Sunday night's drama series might easily be repeated early Monday afternoon in classrooms.

Who is to pay for these programs, some of which will be expensive? We know that the school systems will be in no position to contribute more than teacher and pupil talent, some teaching apparatus and materials. The funds must come primarily from the operating budget of the television station.

In many states, where there is no objection to the use of commercially sponsored films or radio programs in classrooms so long as their content is educational, a similar situation will obtain. Advertisers will not be slow to realize that their largest daytime audiences will be in the schools. Commercial messages will have to be dignified and brief; products will have to be seemly and appropriate. But these are minor matters to be worked out by the school system and the station's continuity acceptance department.

Advertisers Will Pay Indirectly

However, states or communities that prohibit the use of commercially made films will not permit such a plan. In that case, advertising will pay for educational programs indirectly, as it now does for the CBS School of the Air and the NBC University of the Air in sound broadcasting. Profits made from evening commercial programs will be diverted to a small degree to provide the much smaller budget of the daytime educational program.

Television is here today, in a dozen localities. It will be in half a hundred or more by the end of this year. It can be in our schools at any time and will be economically at our disposal on a mass production basis before 1950. The programs will be ready and waiting, if we as educators help the broadcasters plan them. But what we do with these programs in our schools will depend on us, on our training programs, on our leadership and on our ability to help our teachers use wisely this new and interesting teaching tool.

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Really TWO projectors in ONE—can be instantly changed from filmstrips to slides, and back, without installing or removing additional units. Has separate apertures for slides and filmstrips located in correct position on optical axis for maximum light efficiency. Many other important features. For full details, specifications and prices, fill out and mail coupon TODAY!

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16mm Sound-on-Film • Slide Projectors
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PLANT OPERATION & MAINTENANCE

Good Personnel Practice Pays

ARTHUR A. KNOLL

Business Manager, Long Beach Public Schools
Long Beach, Calif.

EMPLOYMENT problems involving caretakers and gardeners are much less acute in Long Beach today than they were in the spring of 1946. The Long Beach public schools operate under a merit plan by which examinations are given to all applicants for positions.

Since examinations were discontinued during the war there are no documentary data as to the number of qualified applicants who presented themselves during those years. But it is known that it was difficult to obtain applicants in any considerable number, of any age or of adequate qualifications.

On the other hand, in the most recent examination given for caretakers in December 1946 there were 159 applicants; 105 appeared for the examination and 33 passed. For the gardeners' examination given at about the same time there were 72 applicants; 38 took the examination and 18 passed.

Standards High

From this it is apparent that the standards for qualification in the Long Beach schools are high and that although the market is not flooded with high grade applicants there is now a reasonable supply of good material.

Rates of pay have advanced somewhat since 1945-46. For caretakers and gardeners the record of monthly pay was \$172 to \$196 in 1945-46; in 1946-47 it is \$178.50 to \$206.

The salaries of the three grades of head caretakers are as follows:

	1945-46	1946-47
Junior	\$184-\$208	\$192.00-\$220.00
Intermediate	192- 216	201.00- 229.50
Senior	200- 225	210.50- 240.50

Below are head gardeners' salaries.

	1945-46	1946-47
Junior	\$178-\$204	\$185.00-\$215.50
Senior	192- 216	201.00- 229.50

The Long Beach schools now have under way a salary study for classified (nonteaching) employes, in which the board of education, the administration and the employes are cooperating.

A salary consultant is employed and paid by the district. The employe committee, the administrative committee and the consultant make their own individual recommendations after joint consultation and consideration. From these, the board will set a new salary scale.

Participation by these three elements is very active. It is hoped and expected that this democratic procedure will result in a salary schedule which will be representative of all considerations, will be fair and acceptable to the persons directly concerned as well as to the public.

The classified employes, including caretakers and gardeners, are represented in their employment relations generally by an association that includes all classifications of nonteaching personnel. It is a local chapter of a statewide organization known as the California School Employees Association. Occasionally, sporadic small developments of labor union origin have shown themselves, but the employes seem to prefer strictly school organizations.

The attitude throughout has been fine; there is a decided willingness to consider the feasibility of requests from the district point of view along with desirability from the standpoint of employe benefit. It is truly refreshing to observe the professional point of view shown by the employe committees. Matters are resolved on a plane of principles even though other bases would at times provide temporarily greater employe benefits.

The greatest lift in the employe

relations in the Long Beach school system occurred some five years ago when the statutory merit plan was adopted for employes by the board of education. This is truly a merit plan and its provisions are protected by the California Education Code.

The plan does not apply automatically. It may be adopted by the board of education voluntarily. It becomes mandatory on the board if 10 per cent of the electors petition for an election and the resulting election is favorable to adoption. When the plan has once been adopted, it can be discontinued only by a vote of the people.

District Personnel Commission

The plan provides for a district personnel commission of three local citizens appointed in the original instance, one each, by the state superintendent of public instruction, the director of the state personnel board and the county superintendent of schools. Replacements, one each year, are made in the personnel commission alternately by the state superintendent of public instruction and by the director of the state personnel board.

Since an employe has a right of appeal to the personnel commission on the matter of his dismissal, the system assures security of position while the individual's services are satisfactory. But it has done more than that. The mere classification of an employe gives him the status of a qualified person, a personality with a place in the school community. He becomes a force for good, a person with a mission to perform. Morale, esprit de corps and sense of personal responsibility are much improved. To date there has been little evidence of advantage being taken of the situation. The various individual employes recognize the fact that only



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since each Lamp supplies illumination to the end of its life!

Check the many additional advantages of GUTH Quick-Liters:—light at the flick of a switch—start and operate at temperatures as low as 0° F, or on low or irregular voltage—mass-produced for lower initial cost and more economical installation cost. These advantages readily explain why Quick-Liters are the final word in Good Fluorescent Illumination.

Ask the Lighting Engineer of Your Local Light & Power Company, or Your Architect, About the Many Advantages of GUTH Quick-Liters!

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by maintaining a high sense of duty in all the other employes are they themselves able to take pride in their employment and to maintain the standard of school system employment on a plane that will continue the benefits and demand a compensation of a high order.

Among the benefits, in addition to pay and relative security of position, all regular employes receive vacation allowances. For the caretakers and gardeners there are ten days of vacation for each year of service. So far as possible this time is taken during the summer school vacation period.

For sick leave, classified employes receive ten days each year, with the right commencing immediately on employment at the rate of one day per month. Sick leave may be accumulated to thirty days. In California, the teachers have had enacted into law a provision that after full sick leave allowance has been used, a teacher absent because of sickness must be paid for a period of five months the difference between the salary he would have received and what is paid his substitute. While this provision is not mandatory for nonteaching employes, the Long Beach board of education has extended this right to all such employes, including caretakers and gardeners.

Retirement Feature Desirable

Retirement is always one of the desirable features of an employe plan because it affords the security that is so essential to the peace of mind and, consequently, to the effectiveness of all employes. The board of education on Sept. 1, 1942, adopted for nonteaching employes the California State Employees Retirement Plan. This is a system in which all persons directly employed by the state of California automatically participate.

Although school districts are not automatically included, boards of education may contract with the State Employees Retirement System for the inclusion of their employes. This gives the advantage of a wide spread of mortality experience for a relatively limited number of employes, such as a school district has, and assures an actuarially sound system at a minimum of cost. It also spreads the overhead over a large number of persons and thus reduces this cost

very materially on a per capita basis.

The district at the time of adoption of the plan contributed for all past service of employes who had been with the system for six months or more. It pays all the cost of administration and approximately half of the current contributions. The employes pay the other half of the current contributions.

When the employe has served twenty years, he receives at the age of 65 monthly payments equal to one seventieth of his monthly salary during the preceding five years, for each and every year of his employment. Thus, if he has served twenty years he receives twenty seventieths of his monthly salary as it averaged for the last five years. An employe may retire at 60 years of age provided he has had twenty years of service but the amount he receives from the retirement fund will be reduced. He must retire at 70 years.

Certain death benefits are granted. In cases of disability, an employe may retire regardless of age and after having served only fifteen years. Should the services of an employe be discontinued for any reason, he is still entitled to get back any contributions he has made, with interest. Accordingly, he can lose in no event.

As in all human relationships, good employe policies pay big dividends. Fair pay and assurance of reasonable security in sickness and in the declining years when the body and mind no longer function well make for the peace of mind in which the best work can be done. Add to these a truly functioning merit plan which gives to the employe the dignity of a personality, security from political maneuvers and favoritism and a pride in the group of workers of which he is a part, and there will exist a morale that money alone cannot buy.

BETTER PLANT PRACTICES

For Better Window Washing

Here is the method I follow in cleaning windows which has proved most effective. To get the best results, it is important to use a clean chamois and a clean cloth that is not linty. A new chamois should be soaked in lukewarm water for a few hours before using so as to remove the dressing. Soaking it in hot water would ruin it. After soaking, the chamois should be wrung out thoroughly.

To clean the window, start at the top and rub crosswise from side to side, working on down to the bottom. Then go over the glass with your clean cloth. Use the chamois in one hand and the cloth in the other. It's the chamois that cleans the windows, the cloth that takes off the smears. It is not necessary to put anything into the water. Some people use ammonia, vinegar or a little kerosene. I have tried them all and find that clean water works the best.

Be sure to keep your chamois clean. When you are through using it, wash it with a mild soap and rinse it well in lukewarm water; then straighten it out and hang it up to dry. You cannot expect to get clean windows with a dirty chamois

any more than you can expect to get clean floors with a dirty mop.—
HARRY SHORT, *Pontiac, Mich.*

Suggestions for Brush Buyers

Now that all regulations and restrictions on the manufacture of brushes in force during the war have been removed, certain practices are being used in the manufacture of brushes by irresponsible individuals against which the American Brush Manufacturers Association warns.

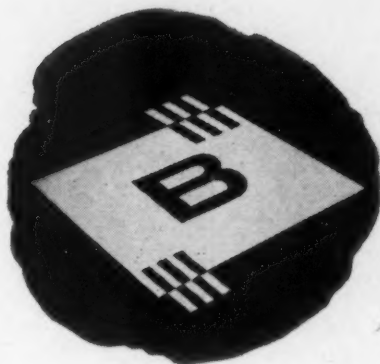
Brushes are often misbranded, contain reclaimed bristle instead of new bristle, do not indicate the contents and are represented as being made of pure bristle when they are actually adulterated.

The brush manufacturers' association offers the following suggestions for brush buyers.

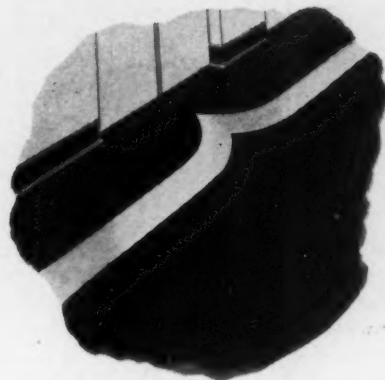
1. Buy brushes only from reliable manufacturers or distributors who are known to you.
2. Do not make cash purchases of brushes without invoices from unknown individuals.
3. Never buy unbranded merchandise or brushes that are not stamped with their contents.
4. If you are a large user of brushes, take care of them and make them go as far and last as long as possible.

Effective Ways to Modernize with Linoleum

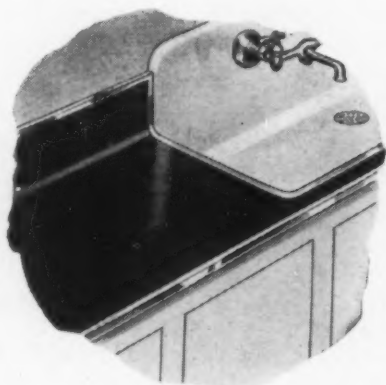
ATTRACTIVE FLOORS of Armstrong's Linoleum will do more than anything else to give your school a modern, up-to-date appearance. This durable flooring material is quiet, resilient, and comfortable underfoot and provides a restful atmosphere for both teachers and students. But Armstrong's Linoleum can serve you in many other ways. Here are a few suggestions you'll want to include in your summer improvement plans. Your Armstrong flooring contractor will be glad to be of assistance and give you any further information you may wish.



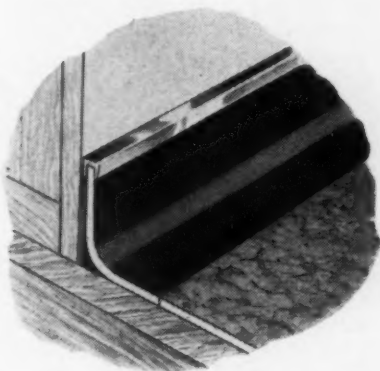
Original monogram inset designs add color and distinction to lobby and corridor floors. The wide range of patterns and colors in Armstrong's Linoleum offers unlimited possibilities for individualized design effects. Emblems of all types can be reproduced.



Traffic directional lines inset into the linoleum floor help lead student's eyes and feet along any desired route, help eliminate corridor congestion. In addition, traffic lines, designed to meet your particular requirements, add a decorative note to lobbies and corridors.



Cover special work areas, such as sink tops in domestic science rooms, with Armstrong's Linoleum. It makes an ideal work surface. Spilled things can be wiped up quickly from its smooth surface. And its resilience reduces noise and breakage to a minimum.



Sanitary cove base speeds cleaning by eliminating hard-to-clean cracks, crevices, and corners. It is formed by coving the linoleum floor several inches up the walls and permanent fixtures. Application of cove base also helps give the interior a modern appearance.



Modernize office desks and counters with facings of colorful Armstrong's Linoleum—a quick, economical way to add smart, modern appearance to old equipment. Armstrong's Linoleum resists kicks and scuffs and, if soiled, can be easily cleaned without costly refinishing.



Send for free book—"Ideas for Better Business Floors." This color-illustrated book offers many other practical suggestions which will help you in your modernization plans. For your copy, address Armstrong Cork Co., Floor Div., 3706 State St., Lancaster, Pa.

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NEWS IN REVIEW

Hearings on Federal Aid Bills

For the first time in the twenty-five years during which bills to provide federal aid to education have been considered by the Congress, witnesses were almost unanimous in their endorsement of federal assistance to schools.

Representatives of labor, business, parent groups, veterans' organizations and education, all urged immediate action. The differences in judgment revolved around three issues: the amount to be appropriated, the bases of allocation to states, and the types of schools to be included.

The bills under consideration by the House and Senate committees varied in the amount of federal aid from \$150,000,000 a year to approximately \$2,000,000,000. George F. Zook, president of the American Council on Education, stated that at least a billion dollars a year for federal aid is necessary.

Agreement on Principle

Most of those testifying urged that the equalization principle be the basis of allocation, although a few believed that funds should be distributed on the basis of the number of children of school age in each state. A. O. Mathias, assistant principal of Withrow High School, Cincinnati, speaking for the Ohio Education Association, said: "Wealth and children are both unequally distributed in the United States. The children of today are the citizens of tomorrow. Many of the children of Mississippi become voters in Ohio, Pennsylvania or Michigan. The only way to provide the proper education of these future voters is to distribute federal funds in the low income states."

The widest divergence of opinion was in relation to the types of schools to be aided by federal funds. One of three alternatives was staunchly advocated by each witness: (1) no federal money for privately controlled schools; (2) mandatory allocations to private schools either on the same basis as for public schools or for special services to children, such as school lunch, transportation or instructional supplies including nonreligious textbooks, or (3) permissive provisions by which each state would decide the issue for itself.

Speaking for the N.E.A., Willard Givens, executive secretary, supported the last of these alternatives. "Education is a state function," he declared. "Federal aid to education should carry with it no interference with the rights of the states to educate their children as they see fit. Dictation to the states or communities of the character of school or the type of

educational services for which federal money should be spent is an invasion of states' rights."

An opposing position was taken by Mrs. Stanley G. Cook, legislative chairman of the National Congress of Parents and Teachers, who stated: "Funds appropriated by the federal government should go only to public tax supported schools."

Representatives of church groups varied from those who believe that federal aid to private schools should be on the same basis as to public schools to those who opposed any money for private education. There was considerable support for the compromise provision of the Aiken bill which would authorize federal funds for services to children enrolled in privately controlled, nonprofit schools.

Because of these differences and the failure of educators to agree upon a compromise bill and support it unanimously, the Congressional committees now have the alternatives of approving a bill which has the support of only a portion of those testifying, attempting to write a compromise bill themselves, or letting the matter drop, either by not reporting any bill or by unfavorably reporting all bills.

Federal Aid Bills Keep Coming

Although hearings have been completed on the bills to provide federal aid to education, new legislation continues to be proposed.

Several bills are identical with the Taft bill except that they increase the minimum expenditures from \$40 per school child per annum to \$50 and thereby extend federal aid to more of the states. Others are of an omnibus type, authorizing up to \$2,000,000,000 a year for federal aid and including both private and public schools.

Senator Pepper and others have introduced legislation which would restrict the use of federal money to the increasing of teachers' salaries. The Pepper bill would provide for mandatory increase of the salaries of all teachers to an amount equal to \$800 a year above the 1941 salary and would establish a minimum of \$1800 for teaching positions requiring less than four years' preparation above high school and \$2400 for positions requiring four or more years.

Would Strengthen Education Office

S. 1239, introduced into the Senate by Mr. Morse of Oregon on May 6, would coordinate the educational functions of the federal government in a single agency and define its organization, pow-

ers and duties. It would make the U. S. Office of Education an independent agency reporting directly to the President, instead of, as now, being in a subordinate position in the Federal Security Agency, and transfer to it the division of aviation education of the Civil Aeronautics Administration, the Treasury Department's education division, the labor education service of the Department of Labor, and the school lunch program now in the Department of Agriculture. It authorizes a study of the educational activities of other departments and agencies of government to determine other programs which should be transferred to the Office of Education.

The bill would authorize the President to appoint a national board of education consisting of 11 members with authority to appoint the Commissioner of Education for a definite term of years to be determined by the board.

Functions Named in Bill

The functions of the proposed expanded Office of Education specifically named in the bill include:

1. Aid, stimulate and encourage the development throughout the nation of improved services and facilities in the entire field of education.

2. Advise and cooperate with other agencies and departments of the federal government, with state governments and agencies, and with nongovernmental agencies functioning in the field of education.

3. Collect and analyze statistics and make studies, investigations and reports on conditions, problems, needs and progress in the field of education in the United States and in other countries and disseminate and make available information in this field.

4. Make reports and recommendations with respect to the most efficient policies and methods for the promotion and improvement of educational and related services.

5. Carry out such specific duties as may be entrusted to it by this and subsequent enactments of Congress including the administration of funds appropriated as grants-in-aid to states for educational services and facilities.

The bill was referred to the committee on expenditures in the executive department.

N.E.A. Discusses Teacher Shortage

"The improvement of our schools is the task of all of us working together," said Willard E. Givens, executive secretary of the N.E.A., before the work

DRAMATIC
DEMONSTRATION
of how



Pour a pint of milk into a Wear-Ever saucepan.

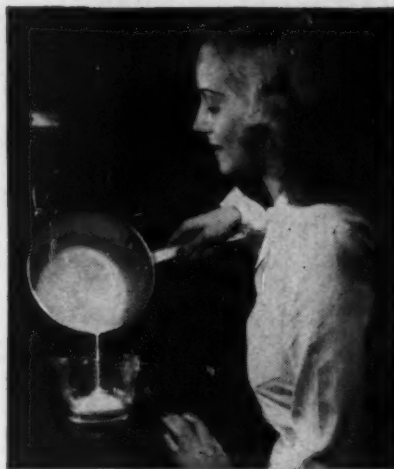


Place saucepan over low heat and let milk boil.

WEAR-EVER *Aluminum*

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Without stirring, the pint will boil down to $\frac{1}{4}$ pint.



Milk won't scorch!

THIS easy-to-make dramatic test shows why any Wear-Ever Aluminum cooking or baking utensil helps make perfect results easier and surer. The heat spreads so fast and so evenly that every part of the utensil that touches the food helps cook it. And aluminum is friendly to food, protect-

ing flavor and purity.

Do you know about the super-tough, hard aluminum alloy now used in Wear-Ever equipment? See your supply house representative, or write: The Aluminum Cooking Utensil Company, 3506 Wear-Ever Building, New Kensington, Pa.



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Made of the metal that cooks best... easy to clean

conference called by the association to discuss "How Can Citizens Help to Get and Keep Good Teachers?"

Paul H. Good of the U. S. Chamber of Commerce pointed out that educators had failed to translate the failures and successes of education in terms of a balance sheet which the layman could understand. In describing the results of a study conducted by the chamber, he stated:

"Our hypothesis was that good education was good business and that proof of this was needed to guide the thinking of the business world. Our studies showed a high correlation to exist be-

tween adult levels of education and various criteria of economic well-being."

Mr. Good suggested three factors in the selection of teachers at all levels. The first is the attitude of the community toward the teacher; second, raising teachers' salaries, and third, improvement of teacher preparation. Given the assurance that these factors are being faced realistically, he said, "people generally, and especially the business man, can and will contribute much to help educators develop sound educational programs."

Speaking on "The People's Stake in Teacher Selection," Hilda Smith, chairman of the committee for the extension

of labor education said: "If the people are to have a stake in the selection of teachers, the interest of the whole community must be expressed through every channel, including the educational branches of the labor movement and its members."

Ralph McDonald, executive secretary of the National Commission on Teacher Education and Professional Standards, stated that the purposes of the organization were to encourage outstanding young people to choose teaching as a career; to eliminate from teaching those not qualified, and to further the conditions necessary to attract and hold the highest type of teachers, including the establishment of a minimum salary of \$2400.

SALARIES

Pay Rises at Elgin and Waukegan

Beginning in September, teachers at Elgin, Ill., will have pay rises ranging from \$300 to \$600 a year. This action follows a referendum in which Elgin voters consented to an annual increase of \$196,000 in school taxes.

At Waukegan, Ill., high school and elementary school teachers will benefit by new salary schedules for 1947-48. Wage hikes for high school teachers range from \$500 for minimum salaries to \$1300 for maximum. A cost of living bonus on this year's wages was denied, however. Extra pay for extra duties will range from \$750 for varsity basketball coaching downward to \$75 for sophomore swimming.

The new pay scale for elementary school teachers raises average salaries approximately \$770, which means a minimum of \$2400 and a maximum of \$4000 over four categories. A clause in the new schedule provides for revision of pay rates with fluctuation of the living scale.


New Salary Schedule at Tucson

A new salary schedule has been prepared for teachers at Tucson, Ariz., for the year 1947-48. The minimum for teachers with the bachelor's degree is \$2496; with 30 graduate hours, \$2592, and with the master's degree, \$2688. The maximums in these three classes are \$4416, \$4512 and \$4608, respectively.

Annual increments of \$96 will be given after each of the first and second years and the tenth through the thirteenth years; increments of \$192 will be given after the third through the ninth years. Credit for former experience up to a maximum of five years will be given at the rate of \$96 a year.

The first two years in the Tucson schools are considered as a probationary period. Married women are not employed as regular teachers.

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Heinz Pickles are quality relishes that add piquancy and sparkle to the dishes they garnish. That's because we use pedigreed cucumbers—follow famous recipes—and use our own fine Heinz Vinegars and rare spices.

Heinz Sweet Pickles, Spiced Pickles, Fresh Cucumber Pickle, Queen and Stuffed Olives, Sweet Relish and Spiced Relish are packed in either sealed No. 10 or gallon containers, to retain all their tangy flavor and to make them easier for you to serve.

See your Heinz Man. He is a merchandising specialist in your own field... can help you make extra profits by applying his practical experience to your own establishment. Or write Hotel and Restaurant Division, H. J. Heinz Company, Pittsburgh, Pennsylvania.

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... for FRIDEN'S exclusive Fully Automatic Multiplication. Yes, it is as simple as this; place the Multiplier in the large keyboard, enter the Multiplier in the small keyboard... where it appears in the dials as visible proof of accuracy... TOUCH ONE KEY and the correct answer automatically appears. By calling your local Friden Representative for a demonstration, you'll learn how this modern calculator will save time and money by producing only accurate answers to every type of figure work problem.



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New Pay Scale at Centralia, Ill.

At Centralia, Ill., according to a new salary schedule effective for 1947-48, a basic minimum salary of \$2400 will be paid teachers having a bachelor's degree and no experience. Increments above the basic salary are based on experience and training beyond the bachelor's degree.

The schedule of increments for semester hours of training above the B.A. degree starts at \$25 for four hours and increases by \$25 for each additional four hours to a maximum of \$200. For the master's degree the increment is \$225. The basic increment per semester hour is \$6.25. Therefore, any number of hours' credit may be evaluated. A \$300 differential is allowed for married men teachers who maintain a home.

Increments based on years of experience and number of points start at \$15 for one year and 1 point, \$30 for two years and 2 points, \$75 for three years and 5 points. Three points are given for each year thereafter up to fifteen years, each point earning an additional \$15.

The board has also approved an added increment of \$50 per year for each year over 15 up to and including 25 for those teachers whose services merit this extra consideration.

New Salaries at Crete, Ill.

A new salary schedule has been adopted by the public schools of Crete, Ill., which is as follows.

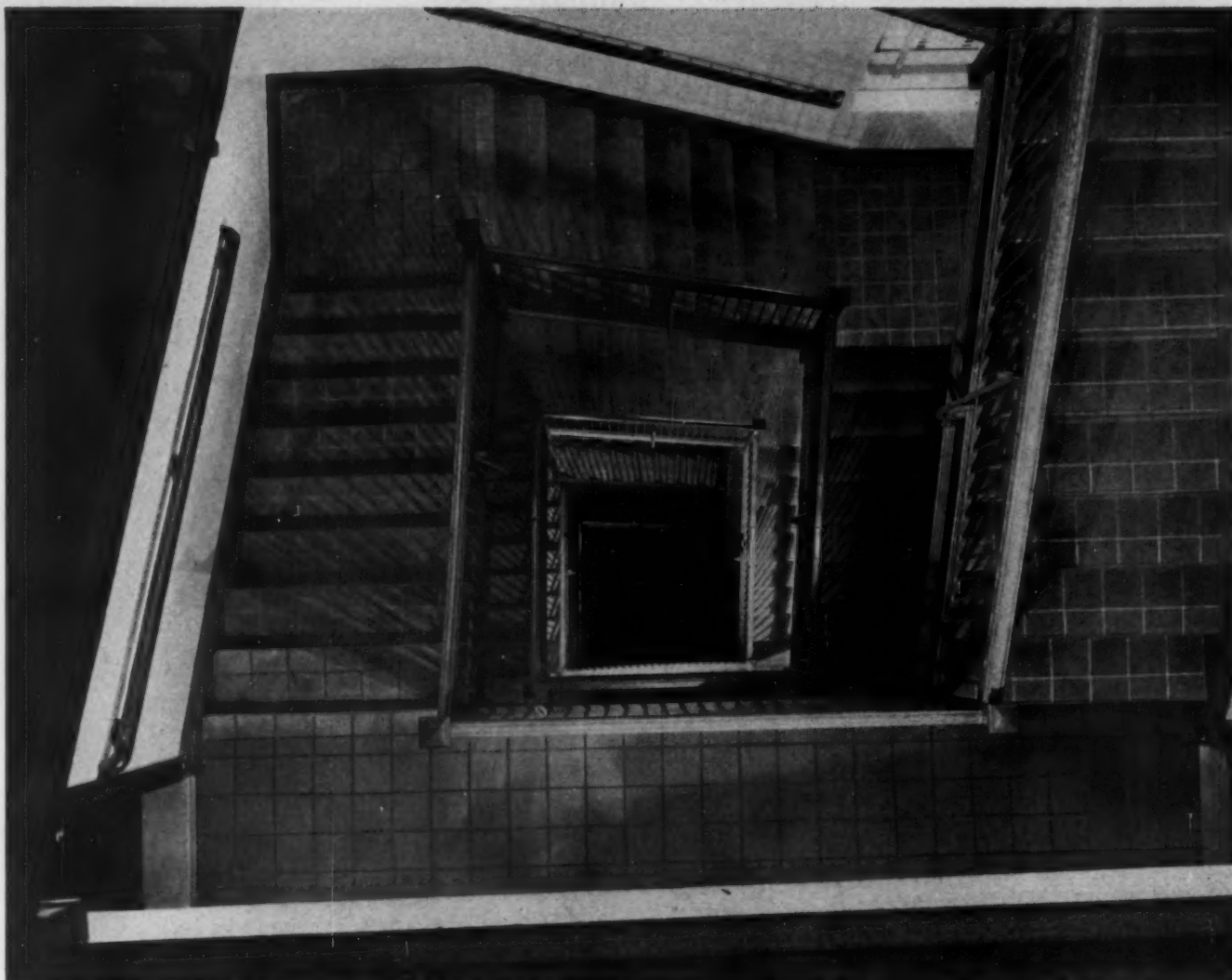
Years' Exper.	Class 1	Class 2	Class 3	Class 4
1	\$1800	\$1900	\$2000	\$2150
2	1875	1975	2100	2250
3	1950	2050	2200	2350
4	2010	2110	2300	2450
5	2070	2170	2400	2550

Beyond the fifth year, teachers in classes 1 and 2 will receive annual increments of approximately \$60 until maximums of \$2610 and \$2710 have been reached at the end of the 14th year. For the same period, teachers in class 3 will receive annual increments of \$75 to a maximum of \$3100 and those in class 4 will receive increments of \$100 to a maximum of \$3450. Additional pay may be allowed each year for extra teaching responsibilities as well as for extracurricular duties.

Class 1 teachers have 60 hours of professional training but less than 90; class 2, 90 hours of professional training but less than 120; class 3, 120 hours of professional training (B.A.); class 4, 150 hours of training (M.A.).

Higher Pay at East Chicago, Ind.

An increase in state funds estimated at \$112,000 and in local taxation funds amounting to approximately \$312,000 will enable the board of education at



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ALUNDUM Tile is often specified by architects to overcome both the slipping hazard and the excessive wear of stairs, ramps and floors subjected to severe foot traffic. In schools, particularly, non-slip surfaces for stairs are vitally important. The ability of ALUNDUM Tile to withstand the most concentrated traffic — without lessening its non-slip effectiveness or showing appreciable wear — has been substantiated by installations that have given over 25 years of service under the most severe conditions.

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Pleasing Colors! Improved Lighting! Another school system votes for...

ASHLAND PUBLIC SCHOOLS
ASHLAND, KENTUCKY

January 18, 1947

ROY G. SMITH
ASSISTANT SUPERINTENDENT

The Glidden Company
Cleveland, Ohio

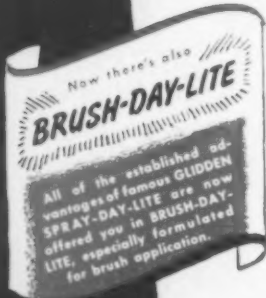
Dear Sirs:

This is to express our appreciation for your help in planning the painting of our school buildings. We were well pleased with the color combinations recommended, by Roberta Ross and found Spray Day-Lite eminently satisfactory. The rooms redecorated with your paint are more attractive and due to proper light reflection will result in less eye strain to the pupils.

It is our plan to keep in step with modern developments in decoration and we feel that you will help us to attain that end.

Yours very truly,


Roy G. Smith, Asst. Supt.



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IT'S TODAY'S FASTEST SELLER
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- 1 SPRAY-DAY-LITE gives conventional two-coat results in only one coat.
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- 3 Provides smooth, solid covering over grimy, dirty and badly discolored surfaces of almost any type.
- 4 Its intense white does not yellow with age (also available in 10 attractive colors).
- 5 Durable, egg shell finish eliminates eye-straining glare — washes like tile.
- 6 Sprayed or brushed, it does not sag or run; produces little fog or mist when sprayed.



FREE! A Practical Guide to "Sight Perfection" in Schools by Glidden Color Authorities

Tells and shows how to follow scientific color planning in painting school interiors to improve lighting and ease eyestrain. Send coupon at right for this valuable free book today. If you fail

to find all the practical guidance you need in this book, the Glidden Color Studio will design color plans tailored to your particular needs—without charge.

THE GLIDDEN COMPANY

Dept. L-6, 11001 Madison Ave., Cleveland 2, Ohio

- ☐ You may send your new book, "Sight Perfection", which illustrates and explains the scientific use of color in school painting.
- ☐ You may send your SPRAY-DAY-LITE Color Chart showing the 10 attractive shades and suggested color combinations.
- ☐ You may have your representative call and demonstrate SPRAY-DAY-LITE in our premises without obligation on our part.

NAME _____
SCHOOL _____
ADDRESS _____
CITY AND STATE _____

Here's a coupon it will pay you to mail TODAY!

Pacemaker in Paints

THE GLIDDEN COMPANY

East Chicago, Ind., to pay teachers higher salaries in 1947-48.

Teachers are classified according to the extent of their preparation. According to the new salary schedule, those in class 2 with no experience will receive \$2000. Each year of experience up to eight adds \$100 to their salaries. After that, the pay rises amount to \$50 a year, the maximum being \$3100 for fifteen years' experience. Teachers in class 3 advance at the same rate from a minimum of \$2300 to a maximum of \$3400 after fifteen years.

Teachers in class 4 start at \$2700, advance by \$100 a year for four years after

which they receive annual increases of \$150 until a maximum of \$4800 has been reached. The beginning salary for teachers in class 5 is \$2800, rises of \$150 being given thereafter for twelve years and \$200 each year thereafter up to fifteen, when a maximum of \$5200 is reached.

SUMMER COURSES

Courses at Southern California

Courses in educational administration and supervision will be given during the summer session of the school of educa-

tion of the University of Southern California, the first session of six weeks lasting from June 23 to August 2 and a postsession of four weeks from August 4 to 30. The work will be given by a distinguished resident and visiting staff.

Special features will consist of three administration conferences, July 3, July 18 and August 1, which will present expert speakers on current vital problems in administration and supervision, and administration club luncheons every Wednesday from June 25 to August 27.

Further information may be obtained from the dean of the school of education, University of Southern California, Los Angeles 7.

Summer Seminars at Yale

The annual summer session of the graduate school department of education at Yale University will be held from June 30 to August 23. Daily seminars will be held from June 30 through August 9, with the remaining two weeks being devoted to the preparation of term papers and reports on projects.

Three seminars are being offered: (1) General Education, (2) School Organization and General Procedures, (3) Special School Practice. The entire work of the student will center in a single comprehensive seminar upon the successful conclusion of which he will receive one fourth of a year's credit.

Students wishing to register as candidates for an advanced degree should obtain blanks from the registrar of the graduate school and file their applications before June 1. Those who do not desire to enroll as degree candidates may register through the extension division as fifth year students.

Conference on Reading Instruction

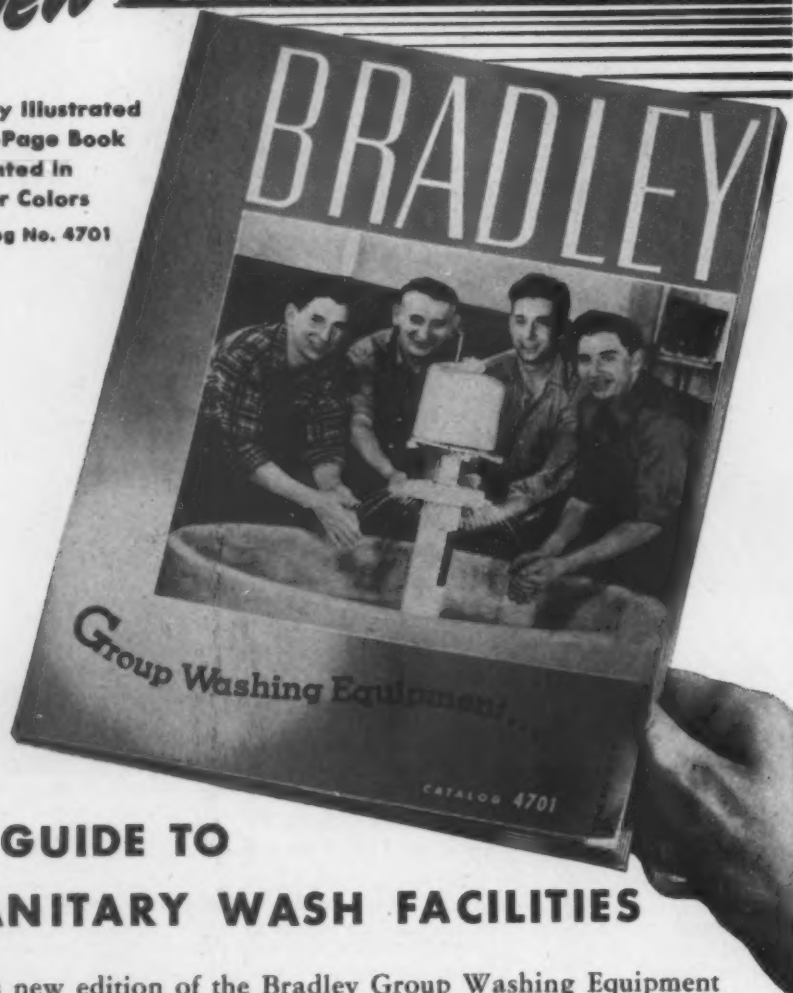
Pennsylvania State College is conducting its annual conference on reading instruction from June 23 to 27 for teachers, supervisors and administrators. The theme will be "Creating a School-Wide Reading Program," which will be developed by speakers, group meetings and discussions. Graduate or undergraduate credit will be given to those fulfilling the course requirements. The general fee for such students registering will be \$6.

Audio-Visual Aids Summer Course

Eastern Washington College of Education has set up a nine weeks' program to be held during its summer session to familiarize students in audio-visual education classes with the operation of motion picture projectors, wire tape and disk recorders, filmstrip and slide projectors, micro and opaque projectors. The course will be under the direction of Harold W. Coman, supervisor of audio-visual education for the Spokane schools,

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This new edition of the Bradley Group Washing Equipment Catalog will prove a handy reference for those schools interested in improved and more adequate washroom facilities.

Educational institutions using Bradley Washfountains and Multi-Stall Showers have found that these modern, sanitary fixtures safeguard student health and operate economically with long-life durability. There are no faucets, and maintenance is reduced.

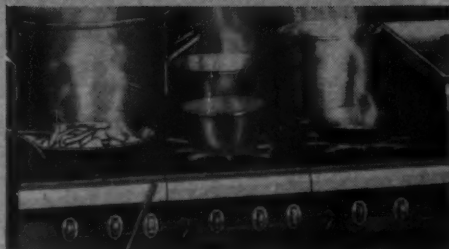
If you plan to enlarge present washrooms, add new facilities, modernize, or—construct new buildings—this interesting book, Catalog

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4701, will be of much interest and help. We are more than glad to forward a copy . . . BRADLEY WASHFOUNTAIN CO., 2207 W. Michigan St., Milwaukee 1, Wis.

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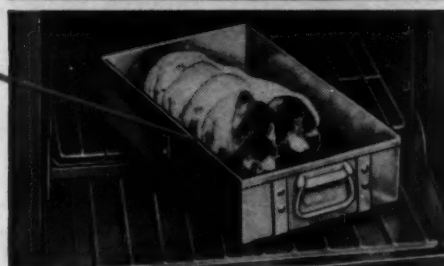
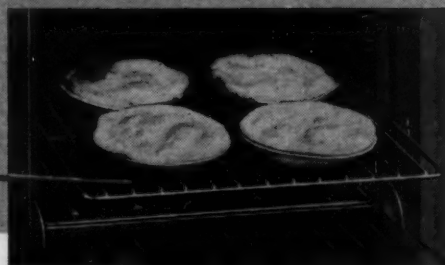
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and Helen Price, Spokane county supervisor, who will be assisted by experts in the field of visual aids.

Audio-Visual Materials Workshop

The School of Education, the Audio-Visual Center and Association for Teaching of Indiana University announce a workshop on audio-visual materials to be held August 19 to 28. It will feature the following five activities.

1. Previewing and evaluating a wide range of audio-visual materials in terms of the purposes for which they were designed and the uses to which they can be put in teacher education. The

extensive collection now available at the Audio-Visual Center will be augmented with recent releases and new additions.

2. Preparing practical suggestions for the most effective use of these materials in preservice courses in teacher education. (Interested groups may consider problems of in-service education also.)

3. Locating and defining some of the areas in teacher education for which suitable teaching materials are not now available. This will include identifying some of the important skills, knowledges and insights which should be developed in the education of a teacher.

4. Preparing rough content descrip-

tions of proposed motion pictures, slide films, recordings and other audio-visual materials needed to provide the learning experiences for acquiring these skills, knowledges and insights as delineated in No. 3. Later, these descriptions will be supplied to teachers' colleges, universities, commercial producers and others who may be interested.

5. Providing social and recreational opportunities.

Teachers or administrators interested are requested to write to L. O. Andrews, School of Education, Bloomington, Ind.

Peabody Conference on Curriculum

The seventeenth annual conference on curriculum improvement will be held at Peabody College, Nashville, Tenn., July 24 and 25. Its theme will be "The School and the Community." Two general meetings will be addressed by outstanding leaders who have had experience in conducting community schools.

Following the first general meeting four separate groups will discuss the theme as it applies to countywide programs for community improvement, consolidated community school programs, small community school programs and city community school programs.

On the evening of July 24, several sound films will be presented which have a bearing on the theme of the meeting and on July 25 an art festival will be produced by the music department of the college in cooperation with the departments of physical education, art and English which will demonstrate how the school and community may use the arts in a group enterprise.

Course for Custodians and Others

Teachers College, Columbia University, is offering its ninth annual short course for building service employees, supervisors, custodians, janitors, engineers and others to be held from June 16 to 20 at the Lincoln Building of the college. There are no formal requirements; tuition is \$15. The course will consist of lectures, demonstrations and round table discussions. Registration will be held on June 16 but applicants may save time by registering by mail in advance. Further information may be obtained from Prof. H. H. Linn, Teachers College, Columbia University, 525 West 120th Street, New York 27, N. Y.

School for Custodians in Ohio

Ohio State University is holding its second annual school for custodians June 10 to 13 under the sponsorship of the Bureau of Educational Research cooperating with the Ohio Association of Public School Employees. The program will be organized on the workshop basis with experts in special fields leading the discussions on such subjects as Electrical Maintenance and Repairs; Heating, Ven-



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It's just as easy to clean Armstrong's Veos Wall Tile after years of service as it is when the wall is first erected. Veos can't ever craze or crack, can't ever develop a hard-to-clean surface, because it's porcelain on steel.

Each Veos tile is shaped of sturdy 20-gauge steel. Its hard, glass-like porcelain surface is fused onto it in furnaces at 1560° F. Since the porcelain and the steel expand and contract at the same rate, there are no strains to cause crazing or cracks. Veos tile is as tough and smooth as the modern bathtub or sink—never needs refinishing—lasts a lifetime.

Every time you clean the walls of lavatories and kitchens you'll find that Veos wall tile is saving you maintenance time and expense. It wipes clean as easily as a china plate. More than 80,000 prewar installa-

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Veos tile is so light in weight that it can be used in modernizing without added structural support. In ten pastel colors and a wide variety of sizes, Veos tile offers attractive design possibilities. Installation is rapid, causes little muss or bother.

Before you build or remodel, get all the facts on Veos tile. Call your local Veos contractor or your nearest Armstrong district office. Or write direct to Armstrong Cork Company, Building Materials Division, 3706 Frederick Street, Lancaster, Penna.



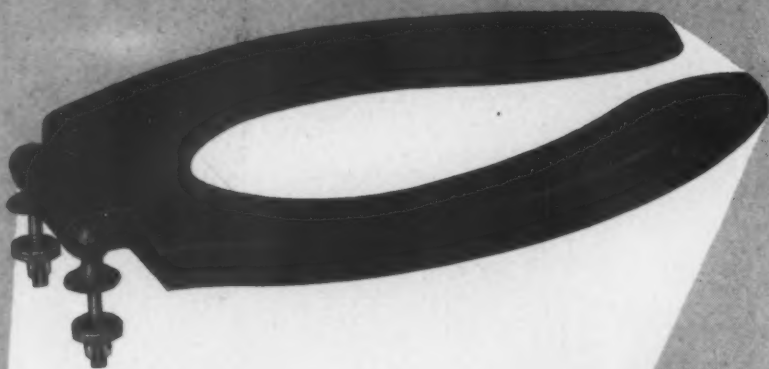
Veos wall tile won't develop hard-to-clean craze lines because it's vitreous porcelain fused to 20-gauge steel.

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tilating and Fuels; Planning the Custodian's Work Day; Purchasing and Use of Custodial Supplies; Care of Blackboards and Roofs; Health and Safety in School Buildings.

Accommodations for those taking the course will be provided in Canfield Hall on the university campus. A registration fee of \$5 must be paid in advance. Further information may be obtained from E. B. Sessions, director of the School for Custodians, Ohio State University, Columbus 10, Ohio.

WASHINGTON NEWS

Labor, Business Give Views

Labor finds education in a pretty sad condition, according to Milton Murray, president of the American Newspaper Guild, speaking at the annual meeting of the American Council on Education May 3.

Mr. Murray believes that the present low status of the teaching profession is largely the blame of educators themselves. He said that teachers "have failed to sell" the importance of education. They have been too humble and subservient and too willing to accept low salaries, dilapidated buildings and worn instructional materials. They have not joined hands as equals with other forces in the community to procure adequate funds for education.

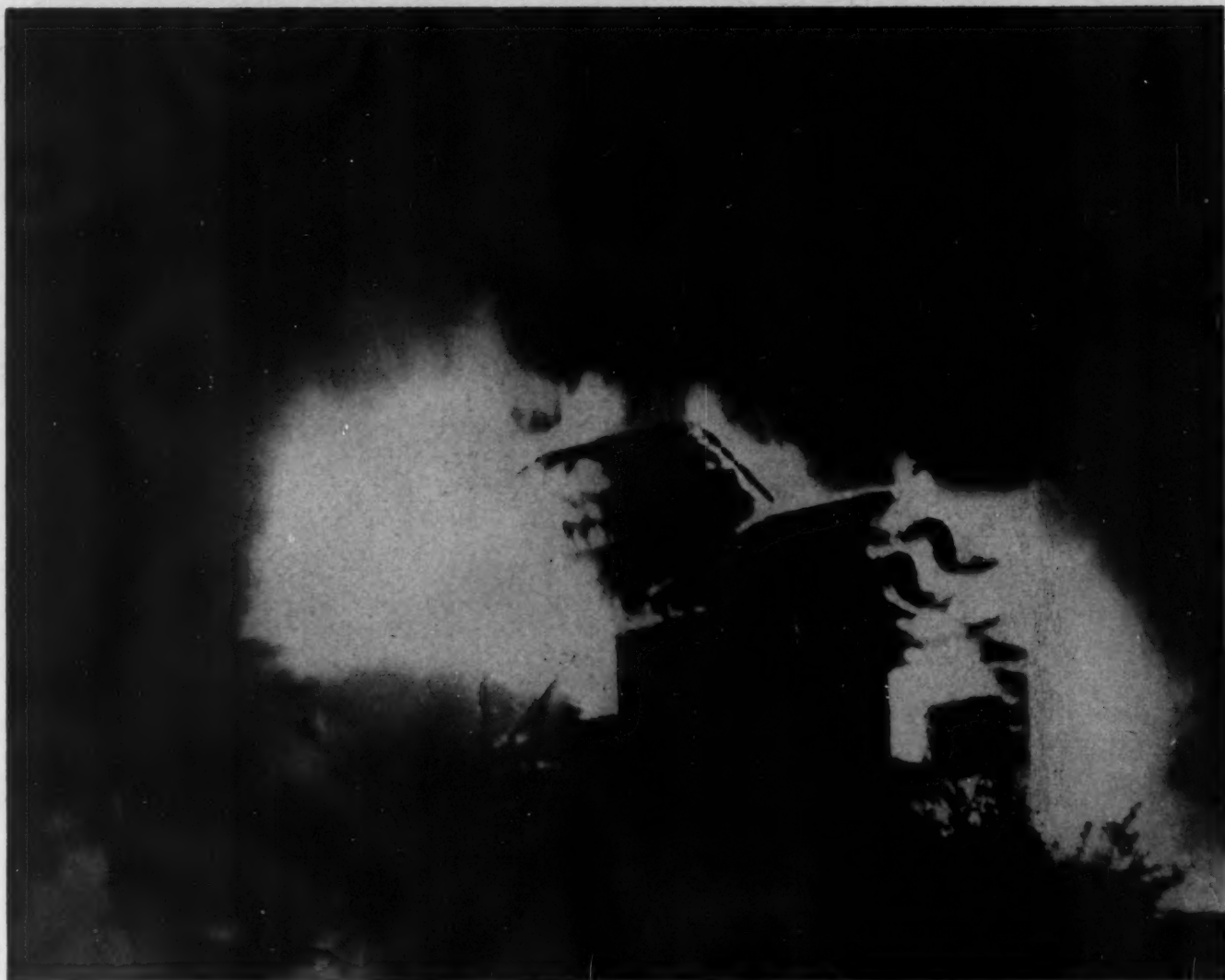
Declaring that labor wants to help improve and make American education better, he concluded: "Educators should know that organized labor is not to be feared. . . . Labor and education can work together with greater harmony and toward greater fulfillment of the hopes and aspirations of the teaching profession."

Speaking from the point of view of business, Raymond Rubicam, former advertising executive and now chairman of the research and policy committee of the Committee for Economic Development, said: "Too few people, including college graduates, are economic literates. Present day education trains largely for the professions and fails to reach most of those who are preparing to go into business for themselves."

Instead of blaming educators for the present failures of education, Mr. Rubicam stated: "We ask much from, and give little to, education and the educator. This not only is ungrateful and irresponsible but is extremely shortsighted in a society dependent upon education to make it a good society."

English Might Be Only Language

If H.R. 3098, introduced by Congressman Gossett, were enacted into law, teaching in schools in or by means of any language other than English would be



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In schools, theaters, hotels and entertainment spots, fire continues to take its toll. In spite of all our attention to every means for making buildings safe, fire beats us far too often. It is still the champion, still the great destroyer.

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prohibited. The only exception would be the teaching of a foreign language.

The bill provides a penalty of not to exceed \$1000 a day for any teacher who uses any language other than English as the language of instruction in any school in the United States. Since no differentiation is made between private and public schools, this legislation would make it mandatory for even private religious schools to teach only in English.

F.W.A. Appropriation Not Approved

In spite of concerted efforts to gain favorable action, the appropriations committees of both House and Senate have

disapproved the request of the Federal Works Agency for \$20,000,000 for additional temporary educational facilities.

In justification of its denial of the request, the House committee cited the fact that the cost of temporary facilities is so nearly the same as for permanent construction that further expenditure for temporary buildings would be unwise. It also pointed out that expenditures by F.W.A. for this program are only a small proportion of the \$75,000,000 originally appropriated.

F.W.A. stated that while the actual amount paid out was only a little over \$4,000,000 on completed projects, more

than \$70,000,000 had already been contracted for through allocations made to educational institutions.

Tax Exemption May Be Studied

Revenue experts in Congress are becoming increasingly concerned over the growing tendency of schools and colleges to buy and either to operate or lease money-making business properties and enterprises, thus removing them from the revenue-producing category.

This enterprise is entirely legal and has been in operation by a number of institutions for years. During the past few months, several universities have purchased commercial property or enterprises valued at a million or more dollars. Since nonprofit educational institutions pay no federal income tax and do not need to file returns showing the source of their income, the Joint Committee on Internal Revenue Taxation is evaluating whether or not such policies are justified. Similar immunity is enjoyed by labor unions, religious and charitable associations, and similar "non-profit" organizations.

The joint committee also plans to examine the policy of research divisions of colleges and universities which sell their services to private industrial concerns.

Few Veterans Fail Courses

Only 1.5 per cent of the veterans who had discontinued training and education of all types under Public Law 346 dropped out because of "unsatisfactory progress," according to figures based on a V.A. sampling study of the 759,000 veterans who were classified on January 31 as in "terminated status." The rate for veteran drop-outs is less than half that of nonveterans.

Educational Supplies Needed Abroad

The Commission for International Educational Reconstruction and the U.N.E.S.C.O. have jointly issued a new illustrated pamphlet, "Going to School in War-Devastated Countries."

The pamphlet describes present conditions in the education of children in Norway, Poland, China and Greece. It lists the most urgent needs in the schools of these countries and outlines ways through which American schools and school children can help those in the war devastated areas.

Copies may be obtained from the commission, 744 Jackson Place, Washington, D. C.

Issues in Education Reported

The American Council on Education has published a report of a conference of representatives of its constituent members entitled "Selected Issues in Education."

Representatives of 52 national organ-

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★ TABLEWARE SALVAGE

A unique trap in the Salvajor saves silverware and small dishes so often lost in hand-scraping.

★ GARBAGE COLLECTION — REDUCTION & SANITATION

An interior basket catches the garbage; screens it; allows flushing out of liquid—leaving content relatively dry and odorless for disposal.

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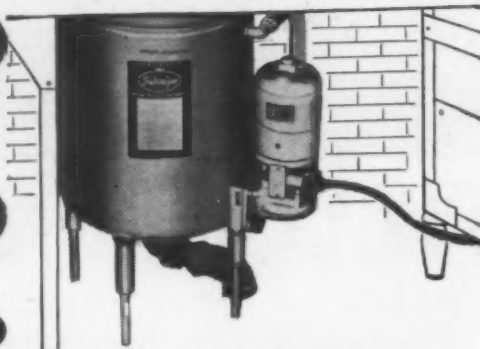
Salvajor eliminates the pounding and chipping of dishes on scrapping block.

★ LOW OPERATING COST

For pre-washing, Salvajor's water recirculation and automatic temperature control features reduce water use, particularly hot water, to a minimum.

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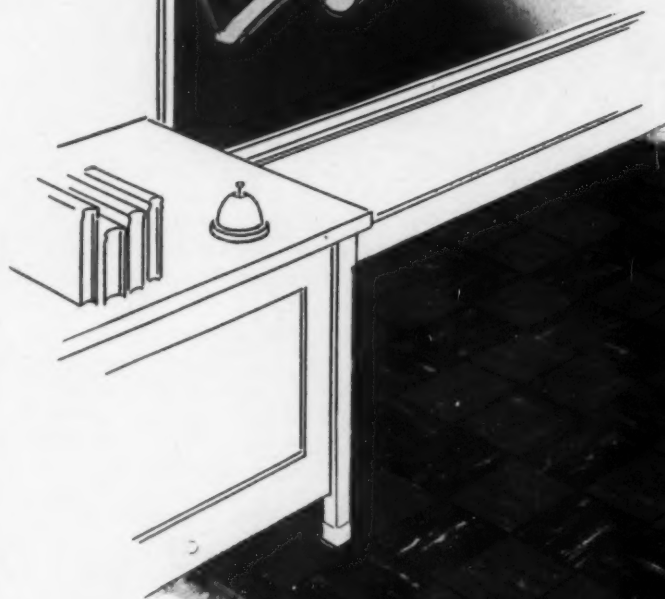
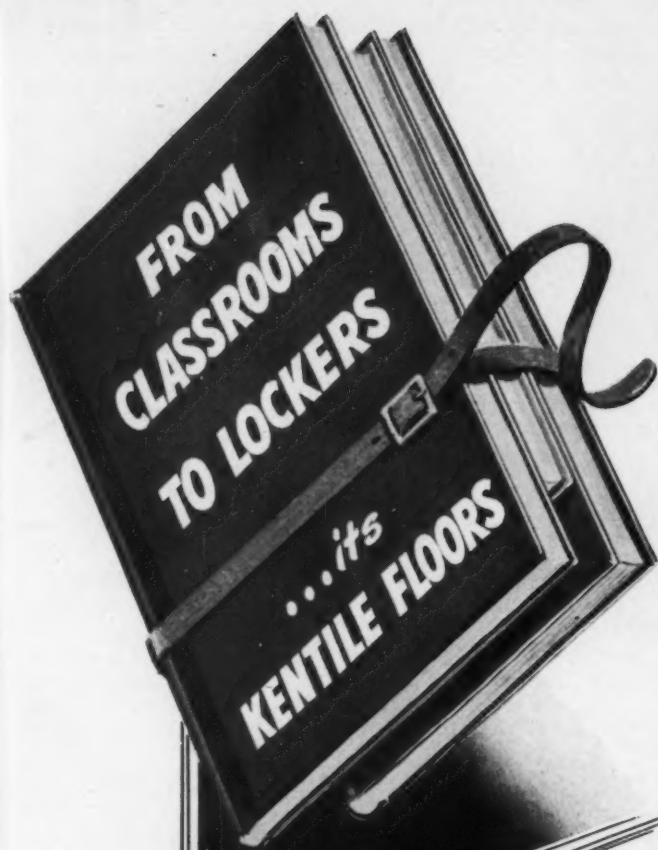
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In **classrooms and corridors**, Kentile deadens sounds, makes for quieter, steadier nerves.

And in **assembly halls**, Kentile gives dignity and beauty. Your own school colors and your school emblem too, can be carried out in Kentile, so varied are the colors, so flexible the handling of the tiles. And need we remind you that foot for foot, Kentile is the lowest cost, long wearing resilient floor covering to be had?

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Send for free, handsomely illustrated folder with its reproductions of colors in solid and marbled effects. Your nearest Kentile contractor has your copy for you, or we'll send it direct. There's no obligation.



izations in education after a full day's discussion of universal military training adopted a resolution unanimously opposing it but urged that every effort be expended to encourage voluntary enlistments for the interim period and that "every effort be made to develop and implement the United Nations to the end that international peace may be achieved through a disarmament program entered into by all nations."

Following an extensive discussion of federal aid to education a secret ballot was taken on a number of the issues involved. All but two of the delegates believed that federal aid is necessary.

On the question "Should federal aid be available to private nonprofit as well as to public education?" 37 voted "yes" and 29 "no." The delegates voted 52 to 16 in favor of distribution of federal funds to all the states and almost unanimously favored "equal per capita distribution of federal funds for the benefit of minority groups."

By a vote of 5 to 1, the conference endorsed the establishment of a federal Department of Health, Education and Security.

The report is available through the American Council on Education, 744 Jackson Place, Washington 6, D. C.

No Additional Funds for Planning

On April 16, President Truman transmitted a request to the Congress to authorize the Federal Works Agency to spend \$1,000,000 of the amount remaining in the initial appropriation of \$64,000,000 for loans or advances to nonfederal public agencies, including public educational institutions, to aid them in financing preparation of plans for buildings and public works to be started in the near future.

The act providing expenditure for such planning expires on June 30 and there appears little justification for asking that it be extended. Consequently, no new planning projects can be financed by advances through F.W.A. after this date, but if Congress authorizes the request the \$1,000,000 will be used to complete the inspection of plans under way by June 30.

V.A. Provides for Student Transfer

The Veterans Administration has announced that veterans enrolled under the G.I. bill who plan to continue their education this summer in a school or college other than the one in which they are now enrolled should apply immediately for a supplemental certificate of eligibility.

Copies of the application may be procured from the registrar, the veterans' coordinating officer or the training officer at the institution in which the veteran is now enrolled. The application must be sent to the V.A. regional office having jurisdiction over the institution in which the veteran is currently enrolled and this office will then issue the veteran a supplemental certificate.

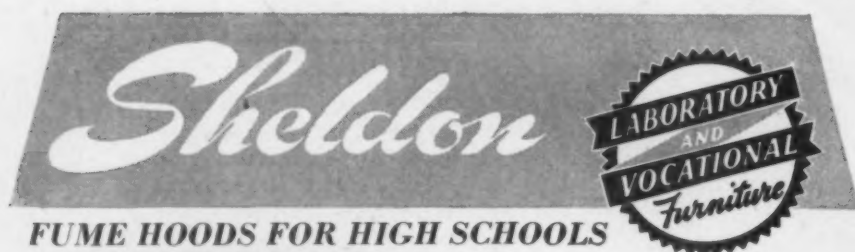
It is necessary that the application be filed well in advance of transfer since the veteran must have this supplemental certificate before he can be admitted to the new school or college.

Military Training Urged

President Truman, in his press conference on May 8, stated that he will try to have this session of Congress enact a law requiring universal military training. No direct recommendation has, however, been made to the Congress since the President is waiting for the report of his Commission on Universal Training.

It was originally anticipated that the commission, of which Dr. Karl Compton, president of Massachusetts Institute of Technology, is chairman, would issue its report in April. John H. Ohly, executive secretary of the commission, stated on April 26 that the report would not be completed before June 1 "at the minimum."

In the meantime, the War Department, veterans' organizations and other groups favoring universal military training are continuing to press for passage



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An important thought for
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As a school executive your time is valuable. Even so, Bendix-Westinghouse feels entitled to take some of that precious time to impress you with the importance of Air Brakes—since the very lives of your students may depend on them!

In the bus and trucking industries, Bendix-Westinghouse have long since established themselves as far and away the safest brakes money can buy. For that

reason alone, they are the only logical choice for your school bus equipment.

It is a simple matter to modernize present equipment with genuine Bendix-Westinghouse Air Brakes. And if you plan to order new vehicles, they certainly should have the extra protection that Air Brakes afford. Your Bendix-Westinghouse Distributor will be glad to help you in either case.

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THE BEST BRAKE IS



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before Congress adjourns on July 31. Groups opposed to military training in peacetime are likewise active.

American Council Meeting

Educators are almost unanimously opposed to universal military training; they believe that a sound program of national defense involves factors that can be better developed through the established educational system!

This statement was made by Dr. George F. Zook, president of the American Council on Education, in his report to the representatives of 962 member organizations and institutions at the annual meeting of the council on May 2 and 3 in Washington, D. C.

In enumerating the factors essential to national defense, Dr. Zook said: "Educators believe that to eradicate the shame of illiteracy in this country is equally as important, if not more so, in the interest of national defense as compulsory military training.

"Furthermore, they believe that few, if any, steps are more necessary in the interest of national safety than that of developing a national health program. They have witnessed the crucial importance in national defense of skilled workers in and out of uniform. They know that the training of young scientists was a major factor in bringing final victory and in shortening the war.

"They are convinced that no provisions for national security are more significant than that of raising the level of education in this country to the point where all schools graduate young people who are intelligent about and deeply motivated with respect to international affairs.

"When the matter of national defense is thought of in these terms the job can best be done through our educational system rather than by resorting to universal military training."

Mary Titus, president of the Department of Classroom Teachers of the National Education Association, urged federal aid as a basis for increasing teachers' salaries to a minimum of \$2400 per year.

"The major reason for the flight of teachers from the profession is economic," Miss Titus said, "nor will outstanding young people be attracted to a profession that assures economic martyrdom.

"Labor, business, industry, agriculture and the professions have created extensive and powerful organizations to meet the increasingly complex problems which face the world. If education is to be kept in its relative perspective to national and international life, our profession must also create an effective and powerful organization."

Also emphasizing the need for federal

support for education, Dr. Alonzo G. Grace, commissioner of education for Connecticut, stated that one of the reasons the armed forces had been able to accomplish so much in revision of teaching materials and in the development of visual aids was that adequate funds were at their disposal.

Mark A. May of Yale University and chairman of the Commission on Motion Pictures in Education predicted rapid increase in the use of films in classrooms. He indicated two limitations: the relatively small income to the producer because of the restricted market for educational films and the lack of training of teachers in their use.

The widespread use of the General Educational Development Tests for the evaluation of credit for both veterans and nonveterans was described by Thomas N. Barrows, director of the Commission on Accreditation of Service Experience. Dr. George D. Stoddard, president of the University of Illinois, outlined the contemplated consolidation of the several national testing agencies, including the Cooperative Test Service, College Entrance Board and Graduate Records Examination.

Dr. Leonard Carmichael, president of Tufts College, was elected chairman of the council for the ensuing year. George F. Zook was reelected president for a three year term.

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Ideal for drying gymnasium equipment (towels, uniforms, etc.). Perfect for Home Economics classes.

SIMPLE TO OPERATE . . . Toss the clothes into a Hamilton Automatic Clothes Dryer . . . Snap on the switch! The patented tumbler action gently revolves the clothes in clean, warm air.

FAST . . . The Hamilton Automatic Clothes Dryer dries up to 12 pounds of wet clothes in 15 to 25 minutes . . . ready for ironing.

SAFE . . . An automatic thermostat shuts off the heating element, making it impossible to damage clothes.

COMPACT . . . The Hamilton Automatic Clothes Dryer requires 31" x 27½" floor space. Made for use with either gas or electricity.

AVAILABLE FOR FALL DELIVERY . . .
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Manufacturing Company

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Wisconsin



Meeting room, Southampton Grade School, Southampton, New York



"Here's the way to figure the cost of School Floors!"

When comparing prices of school floors, there's more to consider than just the initial cost of the installed surface. Don't forget to figure in the expense of each year's maintenance. Divide the total by the estimated life span of the flooring material and you'll get a much more accurate idea of actual "over-the-years" cost.

Tile-Text Asphalt Tile goes to the head of the class in this kind of competition. On a cost-per-square-foot-per-year basis it is the most economical floor you can buy.

Part of the reason is the toughness and wearability of Tile-Text. This top quality asphalt tile has successfully passed the most severe performance tests in more than two decades of

school service. And—as so many school authorities know—Tile-Text has a smooth, closely-textured, stain and scar resistant surface that stays fresh and beautiful with minimum attention from custodial employees.

Moreover, Tile-Text is comfortably resilient. And it comes in a wide range of colors, sizes and accessories, so as to permit the execution of almost any design or pattern in any school area.

Send for your copies of "Tile-Text Asphalt Tile in Schools," and "Floors That Endure." Write The Tile-Text Company, Inc., Chicago Heights, Illinois. Sales Offices located in Chicago, New York, Los Angeles, and New Orleans.



Tile-Text Asphalt Tile

AUDIO-VISUAL AIDS

Wins 16 mm. Pioneer Award

A "16 Millimeter Pioneer Award" was presented recently by the 16 mm. motion picture equipment section of the Radio Corporation of America to the department of audio-visual instruction of the National Education Association. The occasion was the observance in Chicago of the sixteenth anniversary of the development of the 16 mm. sound on film.

The award was given in recognition of the achievements of the N.E.A. in advancing learning and understanding through the application of audio-visual aids in the schools.

Speech Laboratory Makes Own Film

The school of speech at Syracuse University has a system of filming students in speech classes and recording their voices as an aid to classroom teaching. The filming is done in a specially designed speech laboratory in which regularly scheduled classes are held while a motion picture camera and sound track record each student's speech.

Superintendent's Book Shelf

KEEPING UP WITH TEEN-AGERS. By Evelyn M. Duvall. Public Affairs Pamphlet No. 127. 1947.

OUR NEGRO VETERANS. By Charles G. Bolte and Louis Harris. Public Affairs Pamphlet No. 128. 1947.

THE STRUGGLE FOR ATOMIC CONTROL. By William T. R. Fox. Public Affairs Pamphlet No. 129. 1947.

All Public Affairs Pamphlets published by Public Affairs Committee, Inc., 22 East Thirty-Eighth Street, New York 16, N. Y. Price, 20 cents.

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THE RELATION OF INTELLIGENCE TO PHYSIOLOGICAL AGE. By Samuel O. Severson. St. Paul Book & Stationery Co., 55 East Sixth Street, St. Paul, Minn. 1946.

A HISTORY OF THE PROBLEMS OF EDUCATION. By John S. Brubacher. McGraw-Hill Co., Inc., New York and London. 1947. \$4.

ACROSS THE YEARS: A Century of Education in the Province of Quebec. By Walter Pilling Percival. Gazette Printing Co., Ltd., Montreal. 1946. \$4.

GROWTH AND LEARNING IN THE ELEMENTARY SCHOOL. By Albert J. Huggett, Cecil V. Millard. D. C. Heath and Company, Boston. 1946. \$3.

A LOOK AT OUR SCHOOLS: What Modern Public School Education Is Doing. By Paul R. Mort and W. S. Vincent. The Ronald Press Company, 15 East Twenty-Sixth Street, New York City. \$2.

FOR THE RIGHTS OF MEN. By Carl Carmer. Hinds, Hayden & Eldredge, Inc., New York City. 1947. \$2.

EDUCATIONAL SOCIOLOGY. By Francis J. Brown. Prentice-Hall, Inc., New York. 1947. \$5.35. Text: \$4.

THE CHRYSANTHEMUM AND THE SWORD. Patterns of Japanese Culture. By Ruth Benedict. Houghton Mifflin Company, Boston. 1946. \$3.

YOUR COMMUNITY. Its Provision for Health, Education, Safety, and Welfare. By Joanna C. Colcord. Russell Sage Foundation, New York City. 1947. \$1.50.

UNDERSTANDING THE RUSSIANS. A Study of Soviet Life and Culture. Edited by Bernhard J. Stern and Samuel Smith. Barnes and Noble, Inc., New York City. 1947. \$2.75.

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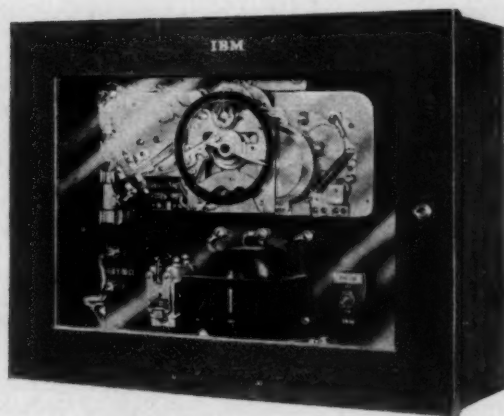
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Coming Events

American Education Week, November 9-15.
 Arizona Education Association, Phoenix, November 6-8.
 Arkansas Education Association, Little Rock, November 6, 7.
 Association of School Business Officials, Grand Rapids, Mich., October 6-9.
 Colorado Education Association, Denver, Pueblo, Grand Junction, Durango, October 23, 24.
 Connecticut State Teachers Association, Bridgeport, Hartford, New Haven, October 31.
 Georgia Education Association, Hotel Henry Grady, Atlanta, March 3-6, 1948.

Idaho Education Association, Boise, April 23, 24, 1948.
 Indiana State Teachers Association, Hotel Lincoln, Indianapolis, October 23, 24.
 Iowa State Education Association, Des Moines, November 6-8.
 Kansas State Teachers Association, Topeka, Wichita, Salina, Independence, Hays, Dodge City, November 6, 7.
 Kentucky Education Association, Henry Clay Hotel, Louisville, April 14-16, 1948.
 Maine Teachers Association, Hotel DeWitt, Lewiston, October 30, 31.
 Maryland State Teachers Association, Lord Baltimore Hotel, Baltimore, October 31, November 1.
 Michigan Education Association, regional conferences: region 1, Detroit, October 23, 24; region 2, Flint, October 16, 17; region 3,

East Lansing, October 16, 17; region 4, Grand Rapids, October 23, 24; region 5, Traverse City, October 2, 3; region 6, Detroit, October 9, 10; region 7, Marquette, October 2, 3; region 8, Kalamazoo, October 9, 10.

Minnesota Education Association, division conventions: central, St. Cloud, October 16, 17; northeast, Hibbing, October 9, 10; northern, Bemidji, October 9, 10; southeast, Rochester, October 23, 24; southwest, Mankato, October 17; western, Moorhead, October 16, 17; Twin Cities, Minneapolis, October 23, 24.

Missouri State Teachers Association, Hotels Statler and Jefferson, St. Louis, November 12-14.

Montana Education Association, district conventions: Miles City, Missoula, Glasgow, Great Falls, Dillon, October 23-25.

National Association for Nursery Education, biennial conference, San Francisco, August 27-29.

National Congress of Parents and Teachers, June 2-4, Chicago.

National Council on Schoolhouse Construction, Columbus, Ohio, October 16-18.

National Education Association, representative assembly, Cincinnati, July 7-11.

Nebraska State Education Association, district association meetings: Lincoln, Omaha, Norfolk, Kearney, Holdrege, Alliance, October 23, 24.

New Hampshire State Teachers Association, Hotel Carpenter, Manchester, October 15-17.

New Jersey Education Association, Hotel Traymore, Atlantic City, November 6-9.

New Mexico Education Association, Hilton Hotel, Albuquerque, October 22-25.

New York State Teachers Association, Hotel Seneca, Rochester, November 24, 25.

North Dakota Education Association, G. P. Hotel, Bismarck, October 22-24.

Ohio Education Association, Hotel Deshler-Wallick, Columbus, December 29-31.

Oklahoma Education Association, Tulsa, February 13, 14, 1948.

Pennsylvania State Education Association, Hotel Penn Harris, Harrisburg, December 29-31.

South Dakota Education Association, district conventions: Yankton, Deadwood, Pierre, Watertown, November 24-26.

Texas State Teachers Association, Hotel Gunter, San Antonio, November 27-29.

Utah Education Association, Hotel Utah, Salt Lake City, October 9-11.

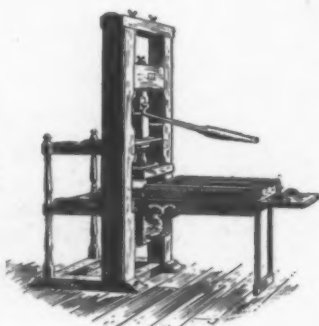
Virginia Education Association, Hotel John Marshall, Richmond, October 16, 17.

Washington Education Association, regional institutes: Tacoma, October 2; Seattle, October 3; Vancouver, October 6; Kelso, October 7; Aberdeen, October 8; Bremerton, October 9; Bellingham, October 10; Wenatchee, October 13; Yakima, October 14; Benton-Franklin area, October 15; Walla Walla, October 16; Spokane, October 17.

West Virginia State Education Association, Hotel Prichard, Huntington, November 6-8.

Wisconsin Education Association, Hotel Schroeder, Milwaukee, November 6-8.

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A graphic arts department can be of great assistance to you in winning public support for your educational program by interpreting the aims and ideals of your schools to your community. Printing is a powerful publicity medium under school control. Have you seen our "Idea Files" showing projects schools are printing? If not, write for them. We will put you on our mailing list.

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Write for educational literature and specification folders showing complete school printing departments.

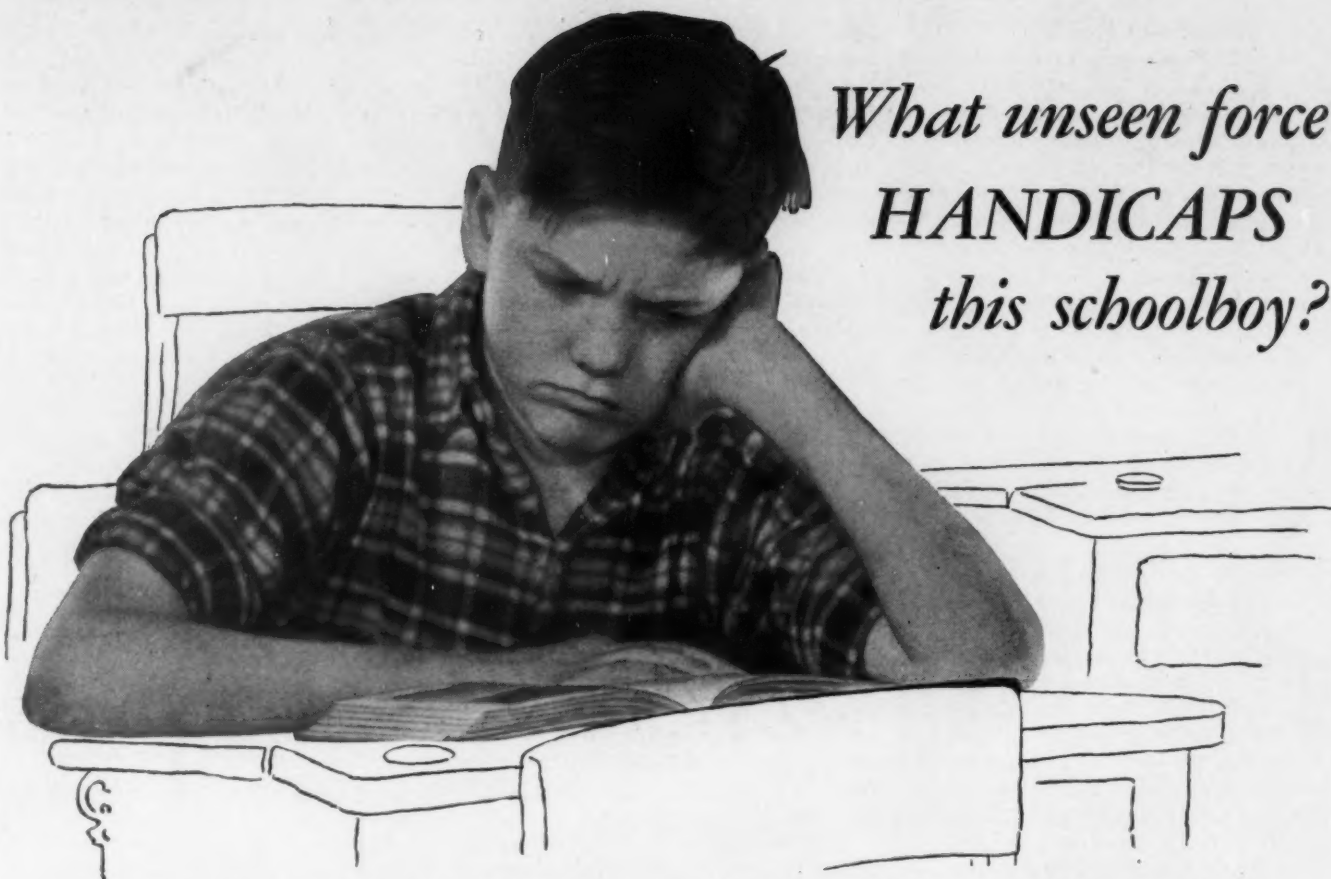
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\$13,000,000 for Schools in Iowa

The general assembly in Iowa adopted a \$13,000,000 a year school aid program, the appropriation being worked out by a conference committee with the house virtually accepting the senate proposal. The house had voted \$15,000,000 a year.



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STANLEY is utterly discouraged. He's just received *another* poor report card. It will puzzle his mother; she knows he's intelligent. The trouble is that he just can't think in school. His mind wanders. Often he fails to hear the teacher accurately.

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More Scholarships Proposed

Senators Pepper and Murray, on April 18, introduced S. 1131 to provide loans and scholarships to enable students to obtain education in the eleventh years of school grade and above.

The funds would be appropriated to the states on the basis of population aged 14 to 26 inclusive combined with the need for assistance in the state on a prescribed formula. To procure the funds, each state must "establish or designate a single state agency as the sole agency for preparing and carrying out of the state plan. It must also assure the distribution of such funds within states maintaining segregated schools in the proportion which the population of the segregated group bears to the total population 14 to 26 inclusive.

The bill proposes to allow the state agency to determine means of identifying and certifying recipients of such loans or scholarships except that it specifies that such aid shall be given solely on ability and shall be distributed to students on the following basis: at least 20 per cent to students enrolling in the eleventh and twelfth years; 30 per cent to students enrolling in post high school institutions, grades 13 to 16 inclusive, and at least 20 per cent to students in postgraduate or professional education. The individual receiving such aid would be free to select the institution in which he wishes to

enroll, except that it must be nonprofit and meet the standards of the state educational agency.

The amount of the loan or scholarship shall not exceed \$125 a month for a student without dependents, \$150 a month with one dependent and \$175 with more than one dependent. Loans shall bear 3 per cent interest and must be repaid within twenty years after the student completes his education under this bill.

Summer Work Camps Need Staffs

High school and college teachers interested in taking part in a significant educational and social experiment this summer can do so by joining one of the summer work camps conducted by the American Friends Service Committee (Quakers) as director, dietitian or counselor for boys and girls.

Work camps lasting eight weeks are held in areas of social or economic tension in the United States. During this period the campers build some facility or start some program for the use of the people in that area. At the same time they study the particular situation in which they are working.

This summer campers of college age at one camp will study the problems of rural education when they build a two room school in Grainger County, Tennessee, which has heretofore had a 20

by 30 foot one room school for 52 children. At Phoebus, Va., an interracial camp will convert an old store building into a recreation center for young Negroes.

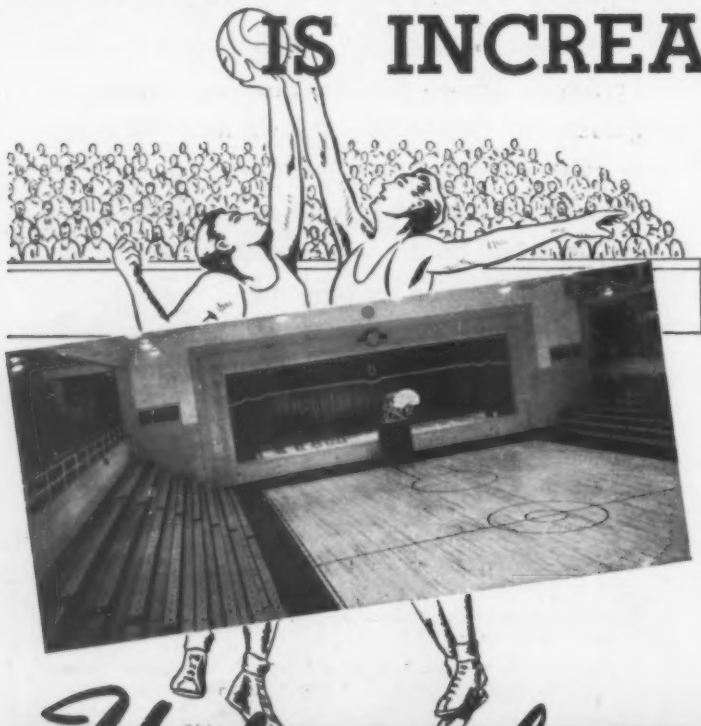
Campers of high school age will help build summer camp equipment for the Negro children of New Haven, Conn., at Camp Holly Ridge on Long Island Sound. They will participate in a block improvement program at Media, Pa., and build a church for 12 Negro families at Paoli, Pa. These are typical projects.

The work camps are sponsored primarily as a service to needy communities. For this reason, the sponsor cannot afford to pay salaries to camp staff members but does supply maintenance, traveling expenses and an expense account.

High school pupils as well as college students who volunteer to work in these camps pay their own expenses. Staff members do not have to be members of the Society of Friends but must be sympathetic with the philosophy underlying the work.

The camps have been conducted for the last thirteen summers. This year the program extends from June 27 to August 22. For information, write Volunteer Summer Projects, American Friends Service Committee, 20 South Twelfth Street, Philadelphia 7.

SPORTS ATTENDANCE IS INCREASING—RAPIDLY



Basketball, football and other school and collegiate sports are attracting greater crowds with each succeeding season. Seating experts estimate that attendance has increased 25% to 35% during the last two years.

Our Nation-wide survey* on seating capacity needs, recently made, reveals a general seating shortage. It is becoming more acute each year.

Today gymnasiums are the centers of community activities, everywhere. These activities are growing, rapidly—tremendously.

Better plan now for your 1948-49 needs. Remember, everyone wants more seating equipment. That makes delivery possible only in the distant future. It's not too early to plan your needs for '48 and '49 NOW! Our seating engineers will be glad to help you.

*Send for our Nation-wide Seating Survey. It will help you plan more intelligently, more accurately. Write today — it's FREE.

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Distinctive window treatment is a mark of truly fine building. Of course, you want it in the buildings you are planning—along with high quality and marked economy.

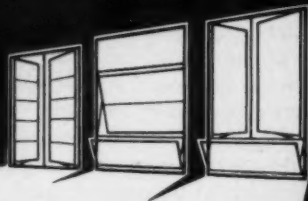
Then take a good, close look at Fencraft. These windows were designed for beauty... for easy operation, year after year... for weather-tightness... for safe cleaning... for abundant fresh-air ventilation. *And then they were standardized for economy.*

This standardization economy takes two forms—both important. There's economy in first cost because standardization simplifies

and speeds production procedures. And there are real economies in installation because of uniform installation details and co-ordination of window dimensions with those of wall materials.

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White Oaks School Wins Award

The White Oaks Elementary School at San Carlos, Calif., has been selected by *Progressive Architecture* magazine as "the building (not a private residence) constructed during 1946 which best exemplifies sound progress in design." This school was featured in the March 1946 issue of *The Nation's Schools*. Ernest J. Kump, architect, and Mark Falk, engineer, designed the building, Mr. Kump receiving the award at a dinner in New York City.

For Educational Reconstruction

Carnegie Corporation of New York has appropriated \$75,000 to continue the Commission for International Educational Reconstruction. The commission hopes to build functional international understanding through its program to revive education in the war-devastated countries. Launched in September 1946 by the American Council on Education through an initial Carnegie grant of \$25,000, the commission has stimulated and coordinated activities by American schools and organizations to provide texts, school supplies, scholarships and funds for all types of educational facilities, activities which neither U.N.R.R.A. nor U.N.E.S.C.O. has been given the means to carry out.

The commission has been officially recognized by the U. S. National Commission for U.N.E.S.C.O. as the agency to coordinate American efforts in this field as well as by the State Department and other federal and international bodies.

Would Finger Print Children

A bill was introduced in the Illinois assembly providing for voluntary finger printing of pupils in public, parochial and private schools throughout the state. Purposes of the bill, according to its sponsor, are to provide means of identification in catastrophies and to protect innocent persons against false charges. Prints would be taken, with the consent of parents or guardians, of pupils from the fourth grade of elementary school to the last year of high school.

Refuse Jobs in School System

The board of education of New York City made 7789 appointments to teaching and other positions in the public school system from Jan. 1, 1945, to Feb. 26, 1947. Included were 4000 openings for teachers in the elementary schools. Of 7591 appointments up to last February 21, 4693 were accepted by the eligible persons and 2898 were not taken. Those who refused to accept appointments said they already were in government service or, if married, said they were unable to obtain domestic help or that salaries in other jobs were more attractive.

More Funds at Birmingham, Mich.

A special election was held at Birmingham, Mich., early in May to determine whether or not a levy of 2½ mills should be continued for another five years for current operating expenses and an additional levy of 2½ added for more adequate plant facilities. The proposed levy received the support of 83 per cent of all ballots cast in an election which brought out the largest number of voters of any election ever held in the city. The added millage will supplement the local budget by \$190,000 a year for the next five years on the basis of the present equalized value of property in the school district. Dwight B. Ireland is superintendent at Birmingham.

Style Show for Future Teachers

The City College School of Education recently presented a fashion show for 250 teachers in training to show them what women teachers should wear to make their pupils sit up and pay attention in the classroom and the proper attire for teas and interviews. Students served as models and emphasis was on low cost and homemade clothing.

PUBLICATIONS

Serving Negro Schools. Final report of the Secondary School Study of the Association of Colleges and Secondary Schools for Negroes describing the development of the study and the member school idea and emphasizing the need for broader advisory services and increasing professional efficiency, with a proposed next step in the study of regional curriculum. Atlanta, Ga.: Atlanta University, School of Education. 25 cents.

Should the Government Support Science? By Waldemar Kaempffert. A discussion of the necessity of a National Science Foundation with all that it means in research and teamwork to serve the purposes of peace as well as of war and to improve our economy and our culture. Public Affairs Pamphlet No. 119. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East Thirty-Eighth Street. 10 cents.

Procedures in Health Education for Girls in the Secondary Schools of New York City. A handbook for supervisors and teachers of health education embodying the best practices in teaching and directing, and outlining practices and techniques which have been tested by experience. Brooklyn 2, N. Y.: Board of Education of the City of New York, 110 Livingston Street.

Soup Recipes for Quantity Food Service and Menu Making and Menus for Quantity Food Service. By M. Faith McAuley. Besides the recipes, the best practices in quantity soup production are given in the first booklet and the planning, preparation and service of food as a business are discussed in the second. East Lansing, Mich.: Michigan State College Extension Service and Experiment Station.

Minerals, Rocks and Soils. A catalog of minerals, rocks and soils prepared especially for teachers listing specimens and collections suitable for classroom use and for research. Rochester 9, N. Y.: Ward's Natural Science Establishment, P. O. Box 24, Beechwood Station.

The Consumer and the Law; Managing Your Money; Using Consumer Credit. Three new units in the Consumer Education Series for high schools. The first stressess business-like habits that obtain the protection of the law; the second is a guide for the beginner in budgeting his funds, and the third discusses credit as a normal feature of business and personal life. Washington 6, D. C.: National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W. 35 cents. Discounts on quantities.



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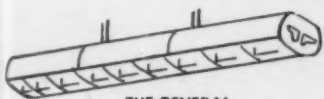
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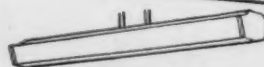
THE GENERAL



THE GRENADIER



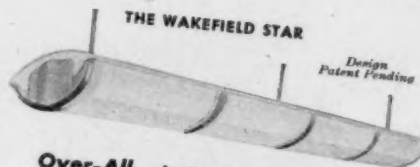
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Over-All...in lighting performance
in sturdy construction
in ease of maintenance

NAMES IN THE NEWS

(Continued From Page 38)

personal counsel, Mr. Esmond will be responsible for the job placement of pupils and will coordinate the elementary and high school guidance programs. **Thomas Dight**, librarian of the school, will succeed him as principal.

Lloyd W. Waller, vice principal and dean of boys at Redondo Union High School, Redondo, Calif., has been named principal of Torrance High School to serve when administration of the school is withdrawn from the Los Angeles city school district in July.

Frank L. Mock Jr., principal of Granger High School, Kinston, N. C., has resigned to accept a position as head coach of football and instructor on the faculty. He is being succeeded by **John Hannan Horne**, principal of the Polkton High School in Anson County. Mr. Mock was a coach before he became an administrator and is returning to his former field because of new plans for supplementing the athletic program of the school.

W. Forrest Watkins, district superintendent of schools of the third supervisory district of Livingston County, New York, is assuming the supervising

principalship of Nunda Central High School at Nunda, N. Y., succeeding **Robert M. Coughlin**, resigned.

Everett A. McDonald Jr., principal of East Hampton High School, East Hampton, Conn., has been appointed superintendent of schools. He will continue to serve as principal in addition to superintendent until his contract expires Aug. 31, 1948. He is succeeding **Carlyle G. Hoyt**.

Frederick A. Feltz of Syracuse, N. Y., who will receive his master's degree from Syracuse University in June, has been appointed principal of the New Berlin Central School, New Berlin, N. Y., to succeed **Stamford J. Gibson**, resigned.

Private Schools

Imogene Neer Cowles, director of Bergen School at Jersey City, N. J., has accepted an assistant professorship on the faculty of Adelphi College where she will assist with the development of a childhood education center.

Dr. Claude Moore Fuess will retire in June 1948 as headmaster of Phillips Andover Academy, after forty years of service to the school. He plans to devote himself to literary pursuits.

Harvey H. MacArthur, now senior master at East Woods School, Cold Spring Harbor, L. I., has been appointed

principal of Friends Academy at New Bedford, Mass., succeeding **E. Allison Grant**.

Melvin Carter, principal of Derby Academy, St. Johnsbury, Vt., is resigning at the end of the present school year to enter business.

In the Colleges

Dr. William S. A. Pott, president of Elmira College for twelve years, has announced his resignation to become effective in June 1948. Dr. Pott is president of the New York State Association of Colleges and Universities.

Deaths

Mont J. Downing, principal of Jason Lee Junior High School, Tacoma, Wash., died of a heart attack recently at the age of 50. He was taken ill while on a hike with the Tacoma Mountaineers Club on Fox Island.

Frank N. Neubauer, principal of the Westfield Senior High School at Westfield, N. J., died recently of a heart ailment at the age of 56. He had been an educator for thirty-one years.

Brother Harold, the former Walter A. Grindel of Sandusky, Ohio, principal of St. Anthony's High School at Long Beach, Calif., died recently at the age of 47.

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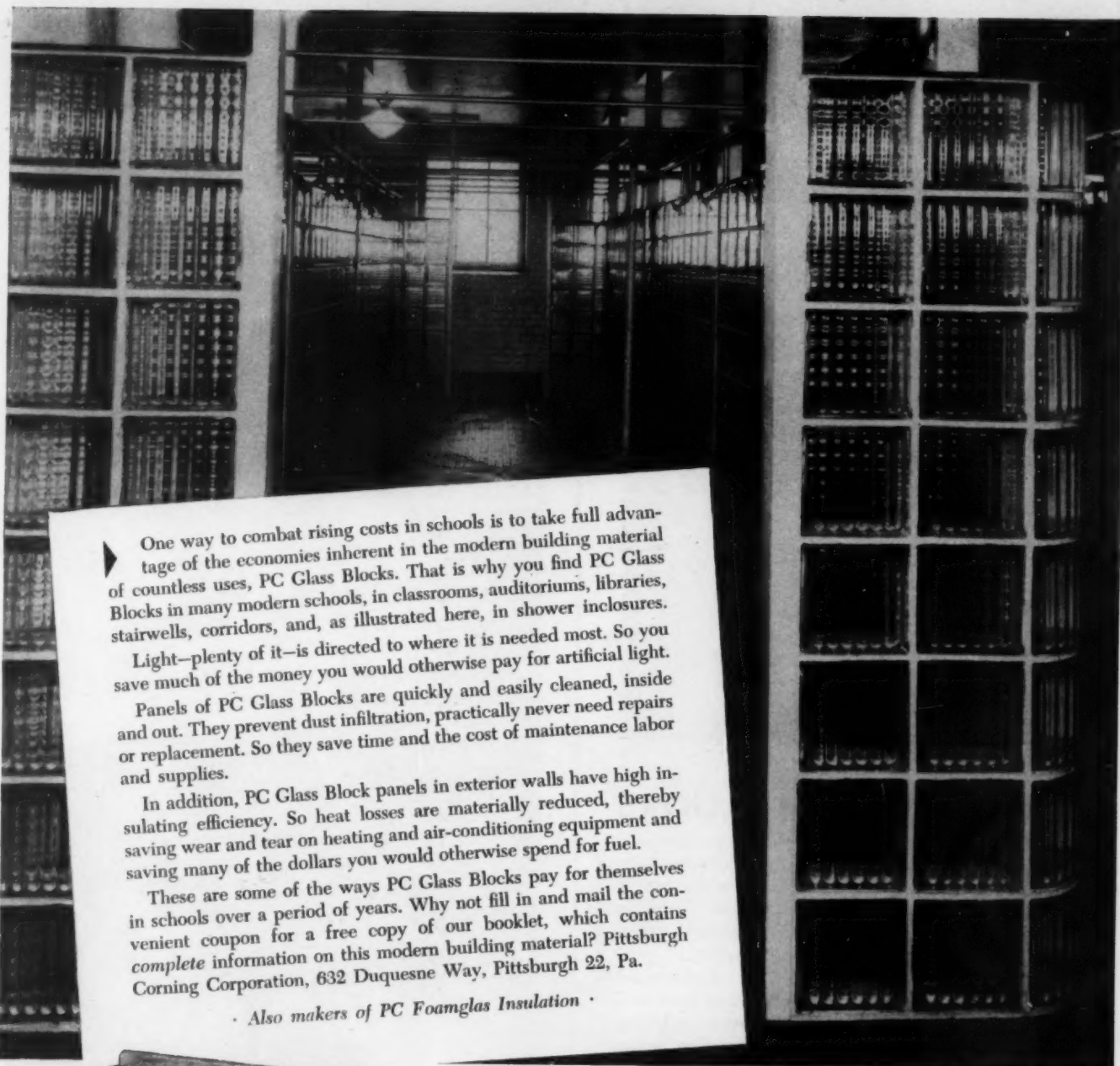
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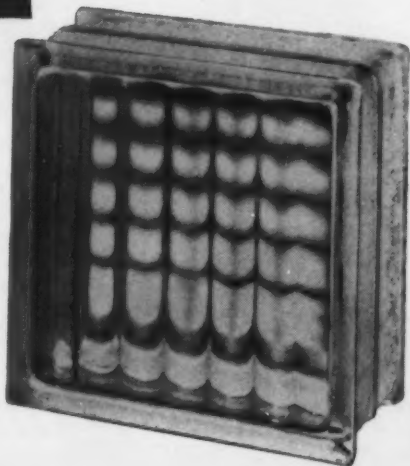
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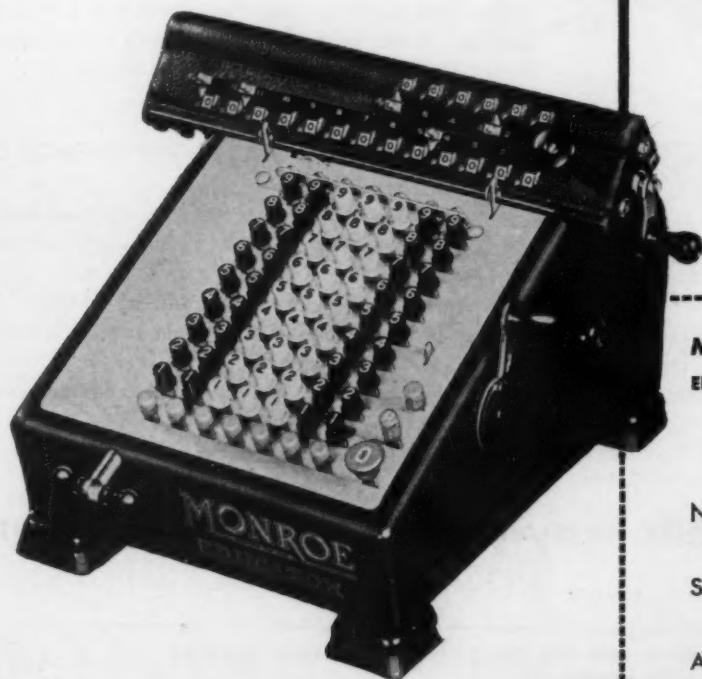
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NOT LONG AGO, the Secretary of the United States Treasury studied a figure-covered sheet of paper.

The figures revealed a steady, powerful upswing in the sale of U. S. Savings Bonds, and an equally steady decrease in Bond Redemptions.

But to the Secretary, they revealed a good deal more than that, and Mr. Snyder spoke his mind:

"If you give them the facts," he said, "you can always depend on the common sense and long-range judgment of the American people.

"The last few months have given us heart-warming proof of that.

"After the Victory Loan, sales of U. S. Savings Bonds went down—redemptions went up. And that was only natural and human.

"It was natural and human—but it was also dangerous. For suppose this trend had continued. Suppose that, in this period of reconversion, some 80 million Americans had decided not only to stop saving, but to spend the \$40 billion which they had *already* put aside in Series E, F & G Savings Bonds. The picture which *that* conjures up is not a pretty one!

"But the trend did NOT continue.

"Early last fall, the magazines of this country—nearly a thousand of them, acting together—started an advertising campaign on Bonds. This, added to the continuing support of other media and advertisers, gave the American people the facts . . . told them why it was important to buy and hold U. S. Savings Bonds.

"The figures on this sheet tell how the American people responded—and mighty good reading it makes.

"Once more, it has been clearly proved that when you give Americans the facts, you can then ask them for action—and *you'll get it!*"

What do the figures show?

On Mr. Snyder's sheet were some very interesting figures.

They showed that sales of Savings Bonds went from \$494 million in last September to \$519 million in October and kept climbing steadily until, in January of this year, they reached a new postwar high: **In January, 1947, Americans put nearly a billion dollars in Savings Bonds. And that trend is continuing.**

In the same way, redemptions have been going just as steadily downward. Here, too, the trend continues.

Moreover, there has been, since the first of the year, an increase not only in the volume of Bonds bought through Payroll Savings, but in the number of buyers.

How about YOU? The figures show that millions of Americans have realized this fact: there is no safer, surer way on earth to get the things you want than by buying U. S. Savings Bonds regularly.

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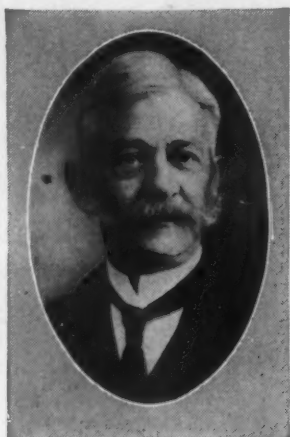
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Save the easy, automatic way—with U. S. Savings Bonds

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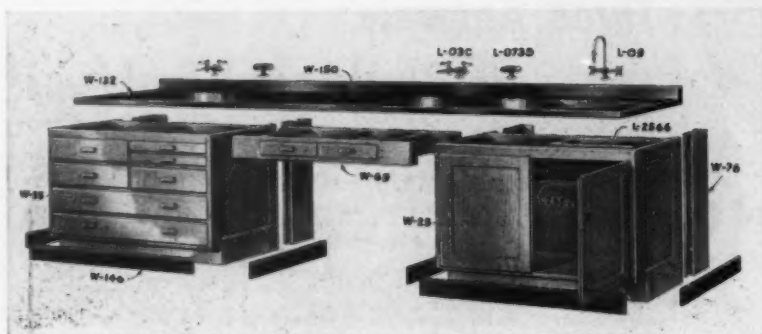
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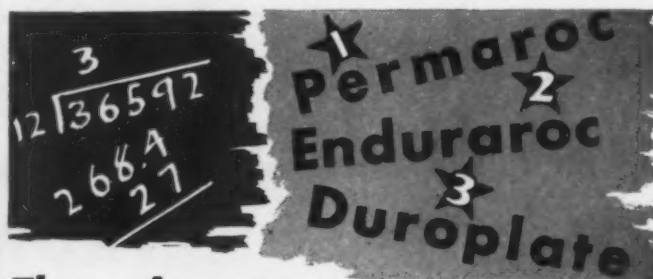
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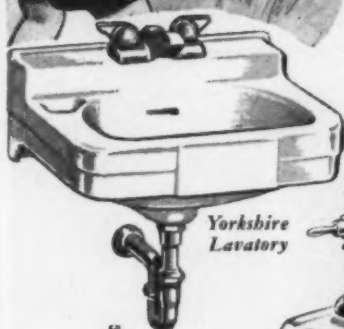
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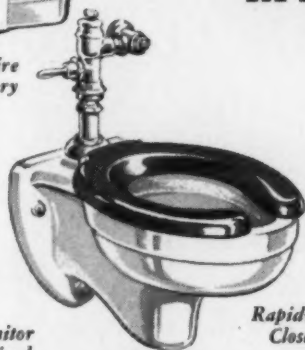


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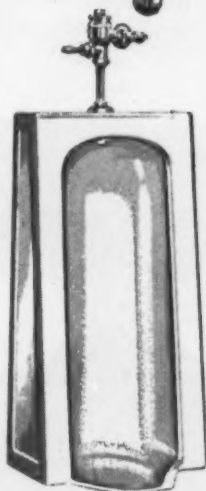
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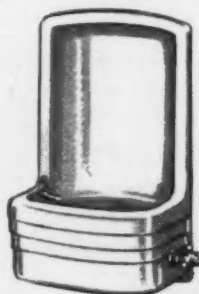
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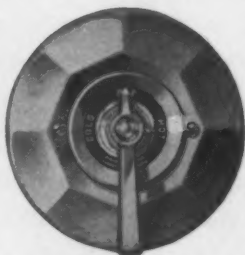


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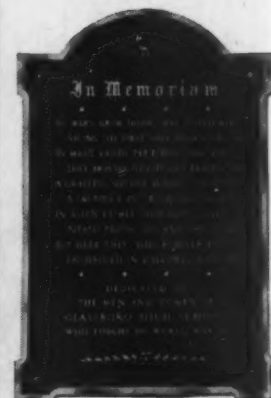


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SECOND There should be air motion or diffusion to all parts of the room to keep cool, dry air circulating about the pupils. This air should be gently active without unhealthful drafts.

THIRD Proper ventilation should be accomplished quietly to avoid distracting the attention of either pupils or the teacher.

FOURTH The greatest possible operating economy should be obtained, as heating constitutes one of the major school operating costs.

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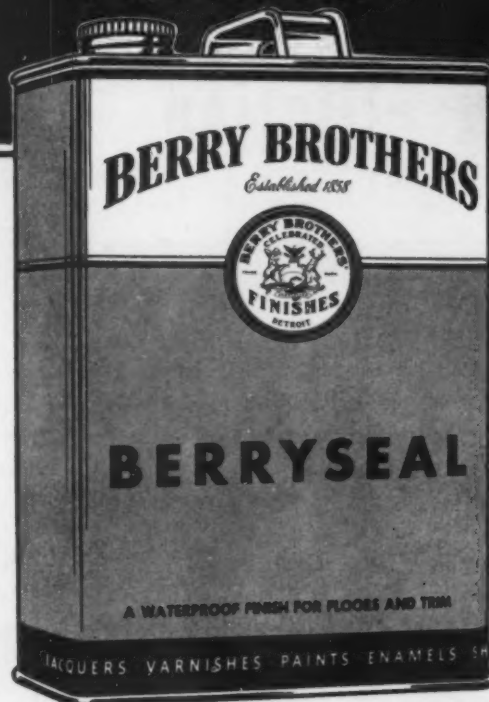
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Built to wear longer, these superior, non-slippery floor treatments provide an extra hard, non-tacky finish that will not permit dirt and grime to be ground into the surface . . . instead the dirt "floats" on the surface until removed by sweeping. And you don't have to worry about tracking-off either. Car-Na-Lac and Continental "18" are specially processed to adhere to the floor . . . become "welded" to the floor and prevent tracking-off. Thus each application

lasts longer . . . reduces labor and maintenance costs.

Shrewd maintenance men everywhere are looking to Car-Na-Lac and Continental "18" for the outstanding performance they give in office buildings, hotels, hospitals, schools and other buildings. Best try Car-Na-Lac or Continental "18" yourself . . . they're both made "hard to be good"!

CONTINENTAL CAR-NA-VAR CORP.

1620 E. National Avenue, Brazil, Indiana

Specialists in Heavy Duty Floor Treatments



CAR-NA-LAC
TRADE MARK REG. U.S. PAT. OFF.
LACQUER-LIKE FLOOR FINISH

Both Car-Na-Lac and Continental "18" are approved by the Rubber Manufacturers Association for rubber floors.

CONTINENTAL "18"
TRADE MARK REG. U.S. PAT. OFF.
THE SUPER FLOOR FINISH

Acts like a lacquer made of wax. Applied with the usual wax applicator. Levels out as it dries, resulting in a uniform, streakless, lacquer-like gloss. Self-polishing . . . dries in 15 to 20 minutes. Car-Na-Lac floor treatment has at least twice the wearing qualities of ordinary water waxes and is waterproof, non-slippery. Adapted for all floors except unsealed "raw" wood. Meets Proposed Federal Specifications for Item 9, Type I.

The same as Car-Na-Lac except that it contains about 38% more solids. Heavier solid content gives a higher gloss and reduces number of applications. Covering capacity averages the same as Car-Na-Lac, but one coat does the work of two. Recommended by a leading national casualty insurance company for safety. Meets U. S. Treasury Specifications for "Finish Material" (and Proposed Federal Specifications for Item 9, Type II).



**He works better
when he sees better!**



Correct lighting is of paramount importance to the conservation of good eyesight and promotion of educational progress. You can help control the eye-straining glare from sunlight which pours upon desks by using "Tontine"* washable shade cloth.

Tests prove that "Tontine" lets more light in—yet keeps glare out! It's economical to use, too. "Tontine" lasts and lasts! Gives years of extra wear. Fewer replacements are necessary. Maintenance costs are lowered. It can be washed over and over again.

Save time, trouble, and money for your schools by specifying window shades of "Tontine." Your janitor can wash them, or an authorized "Tontine" dealer can arrange an economical washing and repairing service. E. I. du Pont de Nemours & Co. (Inc.), "Tontine" Sales, Newburgh, N. Y.

*"TONTINE" is Du Pont's registered trade mark for its pyroxylin-impregnated washable window shade cloth.



Effective Convenient Economical

THE effectiveness of Mercurochrome has been demonstrated by more than twenty years of extensive clinical use. For professional convenience Mercurochrome is supplied in four forms—Aqueous Solution in Applicator Bottles for the treatment of minor wounds, Surgical Solution for preoperative skin disinfection, Tablets and Powder from which solutions of any desired concentration may readily be prepared.

Mercurochrome

(H. W. & D. brand of merbromin, dibromoxymercurofluorescein-sodium)

is economical because stock solutions may be dispensed quickly and at low cost. Stock solutions keep indefinitely.

Mercurochrome is antiseptic and relatively non-irritating and non-toxic in wounds.

Complete literature will be furnished on request.



**HYNSON, WESTCOTT
& DUNNING, INC.
BALTIMORE, MARYLAND**



***"to school and back . . .
they're safe with Mack!"***

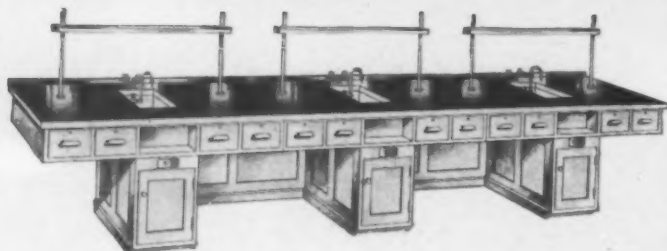
Safety comes first in Mack school bus construction. Nowhere is this more apparent than in the sturdy frames which Mack has engineered specially for school bus use. The extra-wide, level frame is set low to provide greater body support and prevent tipping. Heavy one-piece side girders are rigidly braced by plentiful box-type cross members to resist maximum shock without danger of buckling or breakage. And this stronger construction brings dividends in longer bus life and lower maintenance costs.

For peace of mind in school bus operation, let Mack show you how its exclusive combination of safety features contributes to safeguarding "America's Most Precious Cargoes".



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UNIFORM SANDING**

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- Desks
- Blackboards
- Lockers

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Sterling Portable Electric Sander does the job in 1/3 the time! Excellent for vocational schools and school maintenance work. Lightweight, well-balanced, vibrationless, easy to operate. Produces smooth, uniform surface on wood, metal or plastics.

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SHOWER-FEED SCRUBBING

*gets floors
cleaner, faster!*



This diagram shows why! Scrub-soap solution is fed from the storage tank onto the back of the patented HILD Shower-feed Brush . . . then passes through accurately spaced holes penetrating the brush back between each row of bristles. Result: the even, economical flow of solution assures speedy, uniform scrubbing . . . no flooding the floor, no splashing, no waste of soap solution.

*Also wax, polish, buff,
sand, grind, steel-wool*

with the same HILD Shower-feed Machine . . . or the HILD Standard Floor Machine. Easily interchangeable attachments condition floors of all kinds and keep them sparkling clean and bright.



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**FREE
BOOK**



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Irwin No. 35

Molded plywood backs and seats. Unbreakable steel standards and hinges. Comfortable, good-looking, inexpensive. Write for details.

IRWIN SEATING COMPANY

Grand Rapids

Michigan

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But the day isn't over.

At least—not so far as your safety responsibilities are concerned.

Your obligations extend beyond the classroom. They include the daily trips the children take in your school buses, too.

That's why you can't afford to take a chance with buses that skid and slide when roads are wet or icy. It's why you must be sure that lack of traction won't cause your buses to stall in mud, muck, sand or snow... at railroad crossings and dangerous intersections.

The way to help prevent accidents is to prevent wheel-spin. You can do this by having each of your buses equipped with a NoSPIN Differential—proved in more than 150,000 installations.

This famous automatic-locking differential gives full driving power to both rear wheels. When one wheel loses some traction, the remaining traction—plus all that of the opposite wheel—is available to move the bus. Both wheels must rotate when power is applied!

So take advantage of this extra safety precaution. Have each of your buses equipped with a NoSPIN Differential this summer.

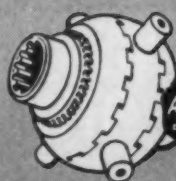
Call your truck dealer or local Truckstell distributor for details. Or send coupon below for complete information. The Truckstell Company, 1274 Union Commerce Building, Cleveland 14, Ohio.



FREE: Send for your free copy of this fully illustrated 4-page folder, together with copies of unsolicited testimonial letters from school bus operators. Tells you about ALL the advantages of NoSPIN, the automatic-locking differential.



NoSPIN Differential



A product of
DETROIT AUTOMOTIVE PRODUCTS CORP.
(Formerly Thornton Tandum Company)
DETROIT, MICHIGAN



TRUCKSTELL
SPECIALIZED EQUIPMENT FOR FLEET PERFORMANCE

The Truckstell Company—Dept. NS-6
1274 Union Commerce Bldg.
Cleveland 14, Ohio

Yes... I'm interested in the safety advantages of the NoSPIN Differential. Please send free descriptive literature, copies of testimonial letters, and name of my nearest Truckstell distributor.

Name.....

Address.....

City..... Zone..... State.....



Heat treating by *Electronics* means

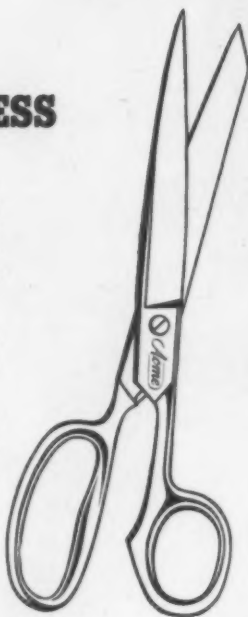
1. UNIFORM HARDNESS

When blades of varying hardnesses are put together in a pair of shears the blade of higher hardness is liable to cut into the blade of lower hardness.

Acme's new electronic-heating process eliminates this common trouble.

Each and every Acme blade is heat-treated by electronics to *exactly* the same hardness. Not only is the hardness uniform but it's a higher hardness. That means better cutting qualities—and scissors hold their edges better.

You may wish to tell pupils about this.



Electronic heat treating in operation

ACME

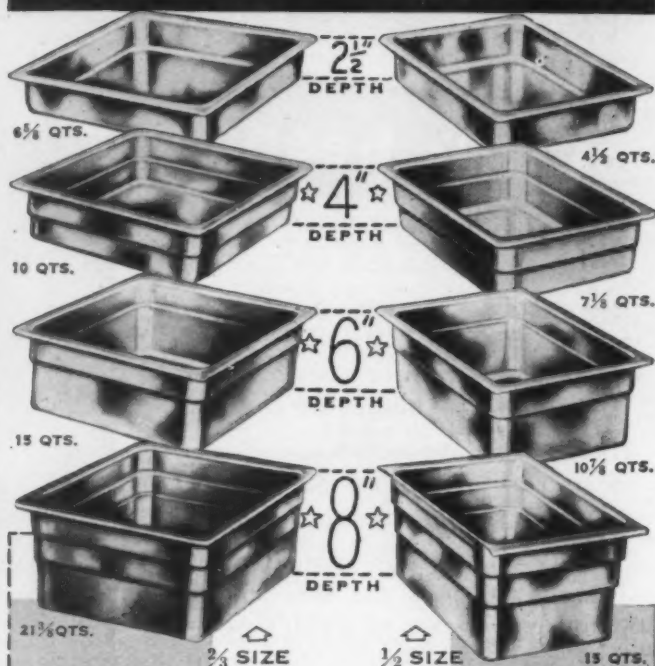
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2" SHOULDER—
PANS 8" DEEP EXTEND
2" ABOVE TOP OPENING
AND 6" BELOW.
ALL PANS EXCEPT 8" DEEP
FIT FLUSH
WITH TOP
OPENING

Illustrating No. 23 Series (1 1/2" SIZE)
and No. 2 Series (1/4" SIZE)
Stainless Steel Pans
★ NESTROL FEATURE

**Up to 50% GREATER
food capacity**



8 Series of Pans and Covers
12 Interchangeable Pan Combinations
47 Pan Models—
For Hot and Cold Food Storage

SECO *Wave* **FOOD
STORAGE PANS**
for STEAM TABLES
CAFETERIA COUNTERS
SALAD UNITS
FOUNTAINS, etc.

... utilize every inch of table and counter top openings—instead of old-fashioned storage equipment with limited, fixed storage capacities! **RESULT: More Food Served At Less Cost!**
SECO-WARE food storage pans are die-stamped of one-piece solid stainless steel; coved corners, smooth rounded edges, lustrous finish, "NESTROL" nesting feature on most models.

Pans are interchangeable within 12x20" top openings. Available in series of FULL; TWO-THIRD; ONE-HALF; ONE-THIRD; ONE-FOURTH; ONE-SIXTH SIZES—Depths of 2 1/2", 4", 6", 8".

Designed for Quality, Beauty, Adaptability

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Consult Your Dealer

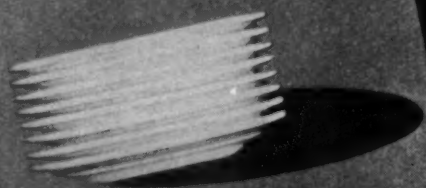
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SECO COMPANY INC.

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Economy Line Quality

The NATION'S SCHOOLS

how
to get **more**
service
from your
PLATES!



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Dealer for
this folder

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RIM-ROL . . . a built-in shock absorber, (described there-in), increases your profits greatly in providing assurance of faster and safer handling of **SHENANGO** 'dining-out' china, finest material ever produced for serving flavor-pure and delectable foods, appetizingly.



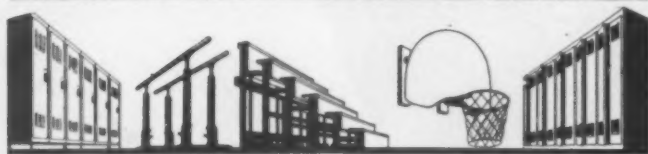
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LEADERSHIP IN SERVING THE NATION'S SCHOOLS

74 years in serving the nation's schools has given Medart unquestioned leadership in the field of gym and locker room equipment and physical educational apparatus. During these years Medart has pioneered the development of new ideas and improvement which has earned for Medart products the slogan "the standard of comparison." Medart leadership and experience are your assurance of sound investment when you buy equipment made by... Medart of St. Louis.



Medart Makes The Following Equipment...

Steel Lockers • Steel Lockerobes • Gymnasium Apparatus • Telescopic Gym Seats
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1357 pounds on one Clarin chair
no buckle or sag



Clarin **STEEL
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Sturdiness, Utility and Comfort make Clarin chairs the answer to every need for flexible, space-conserving auxiliary seating.

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There are more *Clarin* steel folding chairs
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NORTON DOOR CLOSERS



Built Up
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Geared to do the Job!

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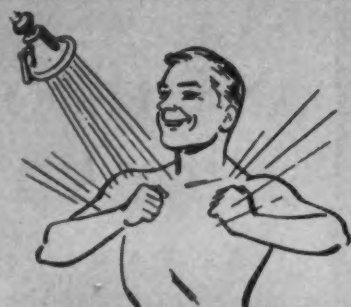
Division of The Yale & Towne Mfg. Co.
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SAVE HOT WATER...UP TO 58%

But that's
ONLY ONE FEATURE
of the
ANYSTREAM
SHOWER HEAD

A TURN OF THE LEVER GIVES . . .



Needle spray for stimulation



Normal spray for relaxation



Flood spray for no-splash rinse

ECONOMICAL—Wherever hot water is an important operating cost item, the Anystream Shower Head is a real money saver. It uses up to 58% less water than ordinary shower heads. That means a saving in fuel as well as water.

ADJUSTABLE—in the flood position, the Anystream passes off all sludge, pipe-scale, rust or sediment. Under all pressures the Anystream always gives a full 48-jet shower pattern. It never tempts the user to tamper or damage it . . . requires no maintenance when given ordinary care.

IMMEDIATELY AVAILABLE—For new construction or to replace old shower heads, Anystreams are available for prompt delivery. Quickly installed without special tools or attachments.

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"The best in brass since 1869"

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SHOWERS AND FIXTURES

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STEWART PRODUCTS FOR SCHOOL *REQUIREMENTS*

● Stewart Chain Link Wire Fence is available with or without barbed wire arrangement. Style 3TH is shown. This type is ideal for remote property lines as well as for athletic field enclosures. Stewart Plain and Ornamental Iron Fence, in combination with Chain Link Wire Fence, is used extensively for the public sides of school property.



● Stewart Wire Mesh Partitions are sectional and made to fit any height or width. Ideal for locker rooms, storage rooms, etc. Other Stewart products are baseball and tennis court backstops, steel settees, flag poles, window and skylight guards, etc. When writing for information please mention products in which you are especially interested. Stewart maintains sales and erection service in principal cities.

Stewart IRON and WIRE FENCES

THE STEWART
IRON WORKS CO., Inc.
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ADVANCE "Lowboy"

Scrubs • Steel Wools •
Waxes • Polishes

For scrubbing, steel wooling, waxing or polishing classroom, washroom, kitchen, lunchroom, gym and office floors and corridors, the beautifully streamlined new model ADVANCE "Lowboy" is your best buy. You'll get the work done easier, faster and better—at lower cost. No experienced help required. The "Lowboy" is made in 6 models to meet every need. Proven by 20 years of service in schools, hospitals, hotels, etc. Write or send coupon for full information.



ADVANCE "Lowboy" ELECTRIC FLOOR MACHINES

ADVANCE FLOOR MACHINE CO., 2615 S. E. 4th St., Minneapolis 14, Minn.
Send full information on ADVANCE "Lowboy."

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MULTI-CLEAN VACUUM

CLEANS
ANY FLOOR
Wet or Dry!



And does an
efficient job at
minimum cost

The Multi-Clean Vacuum will do your toughest cleaning jobs (wet or dry) and do them easily, thoroughly, economically. With three sets of high powered turbines it has greater pull for any kind of pickup. Sturdily constructed, it will give many years of satisfactory service. See it work on your own floor. Silent use during class.

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Write Dept. NS6-TODAY!

MULTI-CLEAN PRODUCTS, INC.
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FLOOR MACHINES • VACUUM CLEANERS • RUG SCRUBBERS
PERMANENT FLOOR FINISHES AND CUSTOM CLEANING CHEMICALS

Laboratory INSTRUCTOR'S DESK

*Now in Stock for
IMMEDIATE SHIPMENT*

A top favorite with Laboratory Instructors. So practical and efficient in design. So very well constructed in every detail. Such an excellent value in today's market. The Kewaunee Plan of producing this desk in quantities means that some are available now for immediate shipment to you.



• Instructor's Desk No. N-5
Length 60"—Width 30"—Height 36". Made of selected hard wood, finished in Median Brown. Equipped with black KemRock top. Complete with gas, electrical and water connections.

Address—EDUCATIONAL DIVISION

Kewaunee Mfg. Co.

C. G. Campbell, President

5028 S. Center St., Adrian, Mich. • Representatives in Principal Cities



"I'LL GIVE YOU FOUR FOR ONE!" said the Syncretized Air Man. "Odds?" asked the architect. "No, advantages. I see you're ready to put mechanical ventilation into your schoolhouse plans. And I'll bet you're thinking only of heating and ventilating. Now, I have here a classroom ensemble that answers not one but *four* basic demands. First, the Nesbitt Syncretizer Unit Ventilator supplies clean tempered outdoor air *at all times* to occupied classrooms and maintains the desired room temperature without cold drafts or overheating. Second, it does all this with sizable fuel savings. Third, the integrated steel Classroom Shelving and Cabinets provide adequate storage facilities. Fourth, the entire ensemble has functional beauty, modern design. And what do we call this health conditioning unit? The Nesbitt Package. Why not put it in the plans!"

Send for Publication 249

THE NESBITT ***PACKAGE***

THE NESBITT PACKAGE IS MADE BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA., AND SOLD BY NESBITTS AND AMERICAN BLOWER CORPORATION



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ever since we installed
Adlake Windows**

THE MAN ISN'T FOOLING—maintenance costs *disappear* when you install Adlake Aluminum Windows, because **NO MAINTENANCE IS REQUIRED!** Built from lustrous aluminum, Adlake Windows need no painting or care other than routine washing. What's more, they never warp, rot, rattle, swell, or stick. You install 'em—you *forget* 'em!

ONLY ADLAKE combines nonmetallic weather-stripping and serrated guides to stop excessive air infiltration and give you finger-tip control. Expertly designed to harmonize with either traditional or modern buildings, it gives a lifetime of beauty and service.

BEFORE YOU BUILD OR MODERNIZE, why not get full information about Adlake Windows? Complete information and data will be mailed you on request. Drop us a postcard today . . . there's no obligation, naturally. Address: The Adams & Westlake Company, 1104 N. Michigan, Elkhart, Ind.

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What's New FOR SCHOOLS

The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 124. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.

"What to Do With the Empties"

NS 906

No Problem With These Cafeteria Tray Racks

The frustrating question of what to do with the tray is no problem in cafeterias serviced with "Tray-A-Way" racks as shown in the accompanying illustration. Patrons "know" where to put their empty trays—they simply slide them into the racks attached at the base of the back legs of the dining chairs. Moreover, these simple devices speed up the work of employees in returning the "empties" to the supply line. No longer do they have to look for trays on chair seats, against chair and table legs, against walls and on table tops or any other place where patrons spotted "emergency landings." Too, their installation adds to the attractiveness of the cafeteria in the way of orderliness. Said to be durable, sanitary and inexpensive, the racks are made of two transparent, semirigid plexiglas holders and can be attached to regulation bent wood or metal chairs.—Par Manufacturing Company, 20 East Jackson Boulevard, Chicago 4, Ill.



Projector, Utility Table

NS 907

Adaptable for Many School Uses

Because of its adaptability for use not only as a projector stand or table but for slide and filmstrip projection, for public address work, in the school lunchroom, the commercial department, home economics classroom, science laboratories and similar locations, the new all steel projector and general utility table available from De Vry is expected to be of interest to schools. Fabricated of heavy 16 and 18 gauge steel and finished in baked olive green enamel, the table's dimensions are 18¼ inches wide, 24¼ inches long and 35½ inches high. It comes complete with heavy duty 2½ inch steel casters, an easy sliding drawer and a turned down bottom flange for extra storage space.—De Vry Corporation, 1111 Armitage Avenue, Chicago 14, Ill.



Planned Daylighting

NS 908

For Classrooms Is Subject of New Book

As the problem of lighting in classrooms has existed since the first schoolhouse was built, executives of educational institutions from kindergarten to graduate school will welcome the 72 page book, "Daylight in School Classrooms." Written by Hugh Paul of the Owens-Illinois Glass Company, the foreword expresses the twofold purpose of the book: to promote a better understanding of the use of daylight and to provide a method for introducing daylight into classrooms to obtain maximum efficiency with minimum brightness contrast regardless of weather conditions and building orientation.

Prepared from studies during the last six years in a special light laboratory at a midwestern university, neither the elimination nor the restriction of supplementary lighting is recommended nor are radical changes in building designs or construction called for. Results are obtained by using scientifically designed daylight transmitting areas in combination with proper interior reflectivities. The author concludes that the daylight transmitting construction as recommended will provide daylight of satisfactory quality and quantity for more hours of the year than any other construction yet devised.

Tables, charts and diagrams for various periods of the day in various parts of the country not only enable the reader to follow the author's findings but furnish him with applications suitable to his own locality.—Insulux Products, Division, Owens-Illinois Glass Company, Ohio Building, Toledo 1, Ohio.

Organic Compound

NS 909

Flameproofs Drapery, Other Fabrics

A new organic compound that not only flameproofs fabrics, such as draperies and slip covers, but is said to give them permanent protection and to increase their tensile strength is announced by Eronel Industries. Known as Antoxol, this new compound will not alter the color, appearance, sheen or feel of the most delicate fabrics, according to the manufacturer. In addition to being nontoxic and nonirritating, Antoxol will not powder off because of its balsamic, resinous nature and thus assures

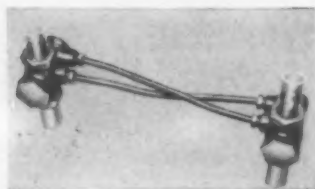


permanent protection. As a result, fabrics so treated can be dry cleaned repeatedly, the manufacturer points out and calls attention to independent laboratory reports showing that Antoxol actually increases the tensile strength of materials.—Eronel Industries, 5714 West Pico Boulevard, Los Angeles, Calif.

Scalding, Sudden Chilling

NS 910

In Shower Bath Eliminated by Control Valve



Guarding against variations in the selected temperature of running water regardless of sudden and drastic water pressure changes, the new Aquatemp control valve eliminates the danger of scald-

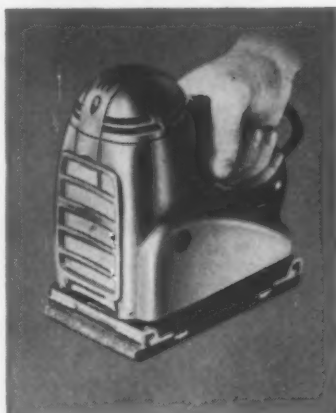
ing or the discomfort of sudden chilling in a shower bath. Aquatemp is a pressure controlled valve always alert for instant action, according to its manufacturer. Sudden pressure drops occurring when water is turned on in the same room or building activate the new valve and cause it to balance hot and cold volume instantaneously at the selected temperature. T. W. (Tommy) Milton, veteran racing driver, and R. C. Griffith, Detroit engineer-inventor, developed Aquatemp, which can be installed with any type of shower fitting.—The Milton-Griffith Company, 8619 Mack Avenue, Detroit 14, Mich.

Sanding of Curved Surfaces

NS 911

Solved With Flexible, Rubber Pad

To meet the demand for a pad that permits the sanding of irregular surfaces, Sterling Tool Products Company has developed a flexible sponge rubber pad that is said to allow sanding of extremely curved surfaces. Designed also for light sanding of sealer and filler coats and for polishing, the pad can be instantly attached to all Sterling 1000 Portable Electric Sanders.



This attachment, the company's new steel case sanding kit and some of the many uses of Sterling Sanders are described in a new, illustrated four page folder.—Sterling Tool Products Company, 363 East Ohio Street, Chicago 11, Ill.

Toilet Room Environments

NS 912

Discussed in New Catalog

A new 21 page, six color catalog, describing toilet compartments, shower stalls, shower cabinets and wainscoting, has been prepared by the Sanymetal Products Company, Inc. Catalog 85 contains the latest structural and design improvements in the five principal types of compartments

made by the company. In addition to a chart showing 15 standard colors, which permit attractive combinations in the treatment of toilet room environments, the booklet describes the advantages of Sanymetal "Porcena" (porcelain on steel), a material used exclusively by Sanymetal to finish toilet compartments, shower stalls and wainscoting. This material is ageless, fadeless, glass-hard, stainless, moisture-proof and rustproof and does not absorb odors, says the manufacturer. Specifications, construction details and available finishes for toilet compartments are presented in the catalog.—The Sanymetal Products Company, Inc., 1701 Urbana Road, Cleveland 12, Ohio.

News for Home Ec Departments

NS 913

School Range Replacement Plan

"Here's some really *big news*," says Magic Chef in outlining its new school program.

Available for home economics departments only, here's the gist of the plan: (1) the school will receive the newest Magic Chef gas range at the dealer's regular *wholesale* cost plus actual cost of installation; (2) for ten years the school will receive a new Magic Chef every two years—or as new models come out—without any cost to the school; (3) the school will have free, continuous servicing privileges and a service call for each fall and spring semester to assure classes dependable day-in, day-out cooking performance; (4) pupils will benefit through the use of the most modern equipment that Magic Chef's research engineers can provide.

A free folder containing complete details of this plan is available.—American Stove Company, 4301 Perkins Avenue, Cleveland 3, Ohio.

Wet or Dry,

NS 914

These Surfaces Stay "Nonslip"

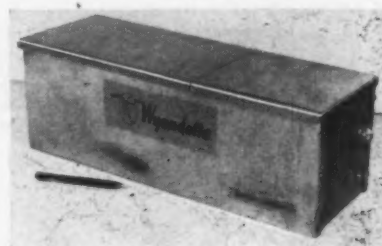
Schools considering floor treatments for stairways, lobbies, cafeterias, swimming pools, locker rooms and other localities requiring special attention will be interested in a new illustrated folder, "Norton Floors: Non-Slip—Wet or Dry." Included in the presentation are descriptions of Alundum Ceramic Mosaic Tile, Alundum Aggregate for Terrazzo and Cement Floors and Alundum Stair and Floor Tile. The nonslip properties of these surfaces, even when wet, are emphasized as are their qualities of beauty and durability.—Norton Company, Worcester 6, Mass.

Electronics Enters Dishwashing

NS 915

To Control Solution Strength

Electronics enters the dishwashing field with the announcement of the new Wyandotte Electronic Solution Controller which is designed for maintaining an efficient operating solution strength in dishwashing machines.



Housed in stainless steel, it consists of a cleaning material compartment, a sturdy one piece

feeder valve, a self contained dip cell and a positive non-moving electronic unit constructed of standard radio parts. Outside dimensions are 6 by 18 inches.

The unit measures solution concentration directly, and operational failure through the possible gumming up of washing compound or sticking of valves is avoided. Red and green lights show that the feeder is operating to maintain a predetermined concentration of washing compound in the washing machine solution tank. The Wyandotte Electronic Solution Controller is adaptable to nearly every model of the spray type of dishwashing machine, according to the manufacturer. Installation is said to be simple and maintenance, negligible.—Wyandotte Chemicals Corporation, Wyandotte, Mich.

Nylon Tumblers

NS 916

Give Service ad Infinitum

"These tumblers can't be broken or chipped"—a descriptive quotation that should bear great weight in the school cafeteria or kindergarten. The reason for this nonbreakable quality is the material: nylon. These nylon tumblers are featherweight; they are safe for children, and their luster and color are permanent as would be expected of a nylon product. Their utility for institutional use is far reaching and they will retain their beauty, luster and shape for generations, says their manufacturer. They are available in pastels and in standard colors.—Continental Hospital Service, Inc., 18636 Detroit Avenue, Cleveland 7, Ohio.

Dishwater Analysis

NS 917

Obtainable Free on Request

If a school wants to know the efficiency of its present dishwashing compounds, the Du Bois Company will make a chemical analysis of a dishwater sample. All that is necessary is to request a sampler bottle, fill it and provide the information asked on the accompanying form. The company will give a 10 point analysis and engineering interpretation free, together with suggestions as to the practical application of the findings.—The Du Bois Company, Cincinnati 3, Ohio.

Copyholder Available

NS 918

In Mountable and Portable Models



The new Underwood Copyholder is available in two models: one that can be mounted at the rear of the typewriter and one that is portable. The former can be collapsed, permitting the copyholder to be closed with the typewriter in a

dropwell or secretarial desk for convenient storage when not in use. Designed for use alongside typewriters, accounting and other machines, the portable model can be moved easily to any position desired on the desk. By means of inexpensive extensions, the Underwood Copyholder can accommodate all copy in widths up to 36 inches.—Underwood Corporation, 1 Park Avenue, New York 16, N. Y.

"Two Station" Intercom

NS 919

To Aid Busy School Executive

With compact speaker stations as small as an ordinary desk clock, RCA's first postwar intercom system is especially designed for such two station use as communication between the busy school executive and his assistant or secretary. The system features amplifier and speaker station in separate units, permitting off-the-desk location of the amplifier at any out of the way point and reducing speaker station size to a minimum. Conversation can be carried on at normal voice level with a flick of the two position switch—releasing the switch returns the intercom to "listen" position. The three inch speaker is so designed and refined as to eliminate hiss and hum, according to the manufacturer.



The system consists of two speaker stations, separate amplifier and 100 feet of interconnecting wire and, if desired, up to five additional stations can be connected to the amplifier. It is said to be installed easily and to plug into any 110 volt A.C. or D.C. outlet.—Radio Corporation of America, RCA Victor Division, Camden, N. J.

Versatility Is Characteristic

NS 920

Of This Floor Machine



The Holt Flat Top, a new model of advanced design, is announced by the Holt Manufacturing Company, one of the nation's leading makers of floor maintenance equipment for more than a quarter of a century. Its unusually low height, resulting from a revolutionary motor construction, is said to lead to better distribution of motor weight over the brush, thus preventing tipping, allowing more efficient brush operation and permitting use under furniture and beds. Because it

accommodates all of 11 attachments, it is possible for the operator to do almost any floor maintenance job with this one machine. Moreover, it becomes a machine for shampooing rugs and carpets simply by the addition of a Holt tank and brush feed. In spite of its precision construction and streamlined attractiveness, the Flat Top is described as a rugged machine, built to deliver years of hard, dependable service.

The Holt 1947 catalog describes the Flat Top and other floor maintenance machines and accessory equipment. Too, in the catalog is the popular "Helpful Hints by Holt" section, including the Stain Removal Chart, said to be a real

aid to anyone concerned with floor upkeep.—Holt Manufacturing Company, 651-681 Twentieth Street, Oakland 12, Calif.

These Luminaires

Can Be Cleaned From the Floor

NS 921

"Minute Maintenance" is a term to catch the eye of maintenance employees and so is the product to which it refers: the new Hinged-Glass Aristolite. This new Guth Luminaire can be cleaned right from the floor by means of the handy servicing tool shown in the illustration. One end of the tool is a simple "gripper" for opening and closing the glass panels; the other is a duster for cleaning the Aristolite. "Minute Maintenance" is said to be so speedy that cleaning of the fixture can be made part of the regularly weekly cleaning schedule.



Many steps and much lost motion are saved in servicing the unit by means of the exclusive hinging feature of the Aristolite's glass diffusers. Swung open, the diffusers are held securely on the luminaire while relamping or other work is completed. Thus extra trips up and down ladders are eliminated and the danger of damage in handling glass panels is avoided.

In addition to their low cost maintenance, Guth Hinged-Glass Aristolites provide good quality diffused illumination with exceptionally high lighting efficiency, according to the manufacturer. They are available in two, three or four 40 watt sizes and can be arranged individually or in continuous rows, mounted direct to ceiling or suspended on Guth "One-Man" Hangers.—The Edwin F. Guth Company, 2615 Washington Avenue, St. Louis, Mo.

Here's a Guide

To Planning Vocational, Industrial Arts Units

NS 922

Designed to function primarily as a helpful guide in the selection of suitable equipment for industrial and educational laboratories as well as vocational and industrial arts departments, a new 358 page catalog-handbook is announced by E. H. Sheldon and Company, manufacturer of fixed laboratory, hospital and vocational school equipment. Containing a completely illustrated listing of Sheldon products, the handbook is sectionalized and indexed to facilitate reference. One of its unusual features is the space devoted to suggestions for planning and laying out homemaking classrooms and vocational or industrial arts shops. A study of data supplied by the federal and state departments of education and on recommendations by leading home economists provided the basis for the homemaking suggestions.—E. H. Sheldon and Company, Muskegon, Mich.

Girls' Gymnasium Suits

NS 923

Described in Illustrated Catalog

A brand new collection of Moore Gym Suits, described as expertly designed and properly proportioned for girls, is presented in an attractively illustrated catalog prepared by the manufacturer. To aid in making selections, samples of the Moore Masterpiece Fabrics, which are Sanforized-shrunk, are attached to the catalog and the Moore Size Chart is included. If more than six suits are to be ordered, the company will send for inspection a sample in the style being considered. A folder describing washable uniforms for women is available, too.—E. R. Moore Company, 425 Fifth Avenue, New York 16, N. Y., or 932 Dakin Street, Chicago 13, Ill.

Putting "Home"

NS 924

In Homemaking Departments

To guide schools in creating a home atmosphere in their homemaking departments is the theme of the Bavinco Manufacturing Corporation's new "Book of Homemaking Equipment." Explaining the need for home-like surroundings, the book progresses through descriptions of the foods room, the clothing room, the all purpose room, the home living center and installation planning. Appropriate equipment from base units for foods to storage cabinets for aprons and charts is presented. Typical floor plans and photographs augment the copy. Those responsible for planning or equipping such departments are expected to find the book a valuable reference.—Bavinco Manufacturing Corporation, 2745 Seneca Street, Buffalo 10, N. Y.

Comfort Is Feature

NS 925

Of Form Fitting Chrome and Leatherette Chair

Restful, custom built is the Ard Manufacturing Company's new form fitting, chrome and leatherette chair No. HA4, shown in the illustration. Its spacious, form fitting seat is 19 inches wide and 19 inches deep, its gracefully curved back, 19 inches wide and 12 inches tall. For additional comfort, its arms are heavily upholstered; for durability, its framework is of triple plated chrome tubing; for beauty, its leatherette upholstery is available in a choice of colors, including Moorish brown, Moorish red and plain red.



Another chair, No. SA106C, meets the same specifications of comfort, durability and beauty but takes a turn for the modernistic with its S-curved leg.—Ard Manufacturing Company, P. O. Box 442, Evansville 3, Ind.

INDEX TO PRODUCT INFORMATION AND ADVERTISEMENTS

HERE IS AN EASY WAY to obtain information about products advertised in this issue or described in the "What's New" pages. Check the convenient card below, tear out and mail—no postage is required.

The publishers of The Nation's Schools offer this free service with the idea that data on products are an essential part of the equipment of the school administrator's office. When we receive the card from you, we immediately pass on your request to each manufacturer whose number has been checked, with the request that he forward further details promptly. Thus, with a single card, you can get information on as many or as few items as you wish.

Also, this card makes it possible to detach without defacing any essential part of the issue.

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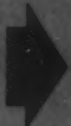
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Projector, Utility Table
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Book, "Daylight in School Classrooms"
- 909 Eronel Industries
Organic Compound for Flame-proofing Fabrics
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Control Valve for Shower Bath
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Catalog of Toilet Room Equipment
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How to change a Chore into a Job!

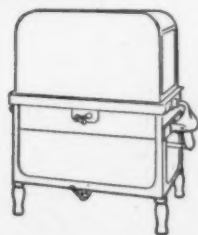
Sweep out the swish and swipe of hand methods—junk all creaky, leaky, obsolete equipment—put in a modern dishwashing pantry! Then, show your dish machine operators that their job is providing clean tableware to help safeguard public health. Point out how the dishwashing machine meets highest stand-

ards of sanitation—cuts out the drudgery. You'll get faster, better work from fewer, better operators—men you can pay better wages and still cut dishwashing costs. And watch it all pay off!

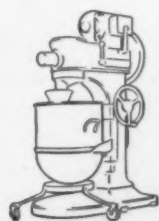
In every kind of a kitchen, well-planned, mechanized production lines pay off in higher type of personnel and lower cost per serving.

There are Hobart machines for every kitchen—dishwashers, mixers, food cutters, peelers, choppers, coffee mills. They're available in capacities for every need—all made, guaranteed and serviced by Hobart.

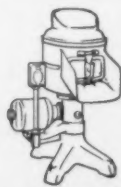
When you simplify production, you simplify planning, installation and service problems, too. Ask your kitchen outfitter or Hobart representative about Hobart food machines.



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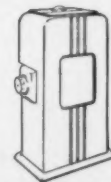
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SLICERS



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Just a year ago the first printing of the postwar edition of Compton's Pictured Encyclopedia was announced.

Since that announcement, four large printings of that great edition have come from the press: each revised to record recent events, each improved, but *all* with the remarkable, new and useful features which have created new standards in the school encyclopedia field.

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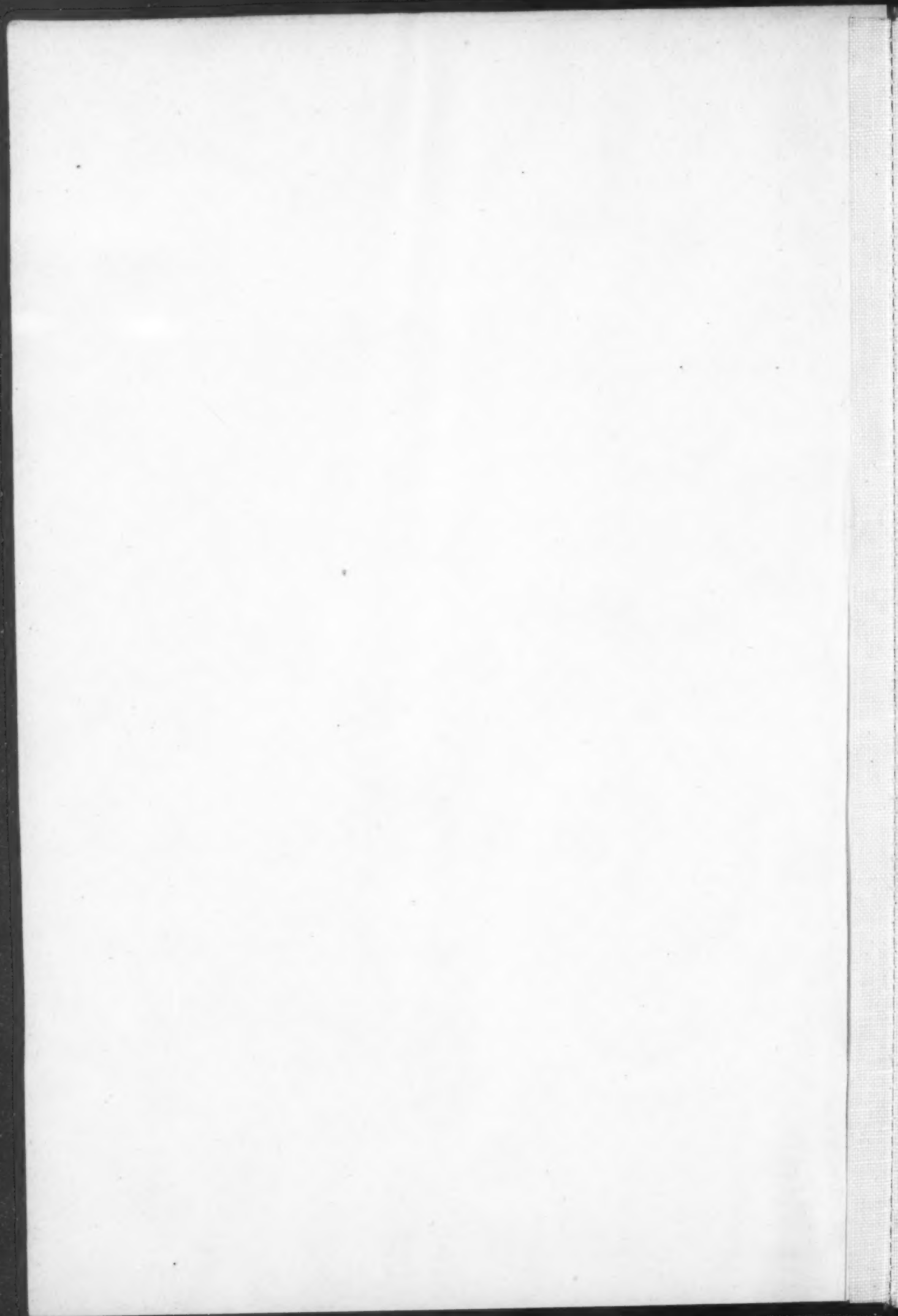
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THE NATION'S SCHOOLS

VOLUME 39

JANUARY TO JUNE, INCLUSIVE

1947

THE NATION'S SCHOOLS PUBLISHING CO., Inc.
CHICAGO
1947

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